DOCUMENT RESUME

ED 238 088 EA 015 756

AUTHOR Mbamba, A. Mauno
TITLE A Diagnostic Analysis of the Education System in Namibia.
INSTITUTION United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO IIEP-OP-58
PUB DATE 81
NOTE 98p.; Part of a longer study (doctoral thesis) being undertaken at the Institute of International Education at the University of Stockholm, Sweden.
AVAILABLE FROM IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, France (Order No. S.26; Frs. 10.00).
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Access to Education; Colonialism; Developing Nations; Educational Assessment; *Educational Discrimination; *Educational Environment; Educational Equity (Finance); Educational History; Educational Opportunities; *Educational Policy; Elementary Secondary Education; Equal Education; Foreign Countries; Geographic Distribution; National Programs; Politics; Racial Composition; *Racial Discrimination; School Segregation; Tables (Data)
IDENTIFIERS *Namibia; *South Africa

ABSTRACT

This study's objectives are to describe South Africa's apartheid education policy in Namibia, to identify imbalances in educational opportunities and the impact of apartheid education on the African population, and to provide information for future educational policy formulation. Based on historical and present data--both official and unofficial--that focus on enrollment, schools, and teachers as indicators of educational system expansion, the study emphasizes primary and secondary education during the period 1952-76. Following a presentation of Namibia's geography, population, economy, and political situation, a chapter on the educational system discusses the growth and distribution of educational opportunities among the country's racial groups and regions. Conclusions and suggestions for future policy development include the following: (1) Namibia's three separate education administrations enhance racial discrimination and encourage inequalities in social and regional development; (2) the disparity in the distribution of educational facilities among races and between regions has widened, with southern section Whites most favored and northern section Africans least favored; (3) existing educational facilities must be integrated to allow equal access for all; and (4) teacher/pupil ratios among Whites and Coloureds are much lower than among Africans. (JBM)

ED238088

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

J. Hall

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IIEP occasional papers

58

A diagnostic analysis of the education system in Namibia

A. Mauno Mbamba

Unesco: International Institute for Educational Planning

EA 015 756

IIEP Occasional Papers

The studies in this series include papers contributed by the Institute's staff, visiting fellows, trainees and consultants. Some of the studies have originally been prepared as part of the training programme of the Institute; others have previously appeared as working papers for the Institute's seminars and symposia. All of them, in the Institute's views, are of sufficient interest to merit being re-issued and distributed on a wider scale.

The opinions expressed in these papers are those of the authors and do not necessarily represent the views of the Institute. The use, adaptation or reproduction, in whole or part, of these papers is limited to institutions and persons specifically authorized by IIEP.

This Occasional Paper is part of a longer study (doctoral thesis) being undertaken at the Institute of International Education at the University of Stockholm, Sweden.

Printed in France by the
International Institute for Educational Planning
7-9, rue Eugène-Delacroix, 75016 Paris
December 1981
© Unesco

CONTENTS

	Preface	9
I.	Introduction	11
II.	The context	13
III.	The educaticnal system	33
IV.	Conclusions and suggestions	83
	Bibliography	85

ACKNOWLEDGEMENTS

I would like to thank the Swedish Agency for Research Co-operation with Developing countries (SAREC) which provided the necessary financial assistance to participate in the IIEP Advanced Training Programme for Educational Planners and Administrators, during which this paper was prepared. I am also very grateful for the support rendered to me by the Institute of International Education at the University of Stockholm, Sweden.

PREFACE

The purpose of this paper is to highlight the disparities and inequalities that exist in the distribution of educational opportunities in the apartheid controlled system in Namibia.

Namibia is a vast territory of about 824,000 km^2 with a population of approximately one million, of which 10 per cent are Whites. For more than a century the territory has been a victim of colonialism, first under Germany and since 1915 under South Africa. Since the introduction of apartheid policy and the subsequent laws, three differentiated racial groups - Whites, Coloureds, Africans - have been classified; and the country has been divided into "White area" (60%) and "Non-White area" (40%), the latter being subdivided into "homelands" for each of the ethnic groups.

The "homeland" system is a deliberate mechanism designed to provide cheap labour for the White economic sector where famous minerals such as the diamonds, uranium and copper are being exploited by foreign capitalist monopolies. This cheap labour is a consequence of the discriminatory education system which has been designed - both in structure and content - to restrict Africans from acquiring the skills and knowledge that may threaten the existing well-preserved "economic inequality" and the "White political leadership". Thus, the effects on educational opportunities of such a system - organised on a differentiated racial basis and administered separately for each racial group - is the focus of this paper.

I. INTRODUCTION

In this study we try to show that the present education system in Namibia is (a) inadequate in terms of both quantity and quality, thus, unable to meet the needs of the majority of the population, and (b) characterised by unequal distribution of educational facilities among the different socio-economic groups and geographic regions.

1. The objectives of the paper/study

The study has three main objectives: (1) to describe South Africa's apartheid education policy in Namibia (2) to analyse the educational development in order (i) to identify the imbalances in educational opportunities and (ii) to identify the impact of apartheid education on the lives of the majority of the African population, (3) to provide a source of information that could be useful for the formulation of future educational policy.

2. Methodology

The study has gone through the following steps: (a) the collection of historical and present data from written official sources, as well as from unofficial sources such as papers and documents by individual researchers and authors; (b) the analysis of the collected data in order to determine their sufficiency; and (c) the application of inter- and extrapolation techniques in order to estimate the missing data.

Three criteria - enrolment, schools, teachers - have been used so as to study the expansion of the educational system. A number of indicators have also been used: gross enrolment ratios to determine whether educational opportunities have been distributed equally among the races and regions; intake ratios to determine the intake capacity of the educational system; representation index to determine disparity in the participation of the different races and regions in the educational system ; and transition rates to determine the internal efficiency of the educational system. Other indicators used include teacher/pupil ratio and the average number of pupils per schools also to determine class size, school size and, hence, internal efficiency of the educational system.

3. Scope of the study

The study gives emphasis mainly to primary and secondary education. These are the kinds of education widely offered in Namibia and for which there is more information available than on other

types of education such as technical and vocational, as well as higher education. The study will cover the period 1962-1976 because this is the period when complete data were recorded. It is also the period when the application of apartheid was intensified.

4. Limitations

The study is limited by lack of information. For example, unavailability of data has made it impossible to calculate important indicators such as dropout rates, promotion rates and retention rates. Moreover, the comparison of participation in education has been limited (a) to only two regions (known as Northern and Southern sectors) rather than including all regions constituting "homelands", and (b) to three racial groups rather than including all twelve ethnic groups.

5. Reliability of the data

The South African government is in general unwilling to publish statistics on Namibia, the reason being that it is not in its interest to reveal the rate at which it exploits Namibia's natural and human resources. Those statistics it does release are mainly for external consumption and may, thus, be misleading. Moreover, the statistics relating to the economy and White education are integrated with those of South Africa itself, making any comparison of development among racial groups very difficult or impossible. Thus, the reader is advised not to have too much confidence in the accuracy of the official data appearing in this paper.

6. The lay-out of the paper

In the study, chapter II presents the country's geography, population, economy and political set-up. Chapter III discusses the development of the formal educational system in terms of growth and distribution of educational opportunities among racial groups and regions. Chapter IV summarises the important findings of the foregoing chapters, and suggests new directions of educational development in a future independent Namibia.

II. THE CONTEXT

1. Geography

Namibia is a large arid and semi-arid country which has an area of 824,000 km^2 (or 82.4 million hectares). It is situated in the South Western part of Africa between Angola, Zambia, Botswana, South Africa and the Atlantic Ocean. For administrative purposes the country is divided into two major regions, viz., the Northern sector, comprising the Kaohovald, Ovambo, Kavango and Caprivis and whose population is predominantly African, and the Southern sector (or the Police Zone) comprising the "White area", a number of scattered reserves for Africans and the Rehoboth Gebret, the home of the Rehoboth (Basters) or Coloureds.

The topography of the territory can be divided into three regions from West to East, namely, the Namibi: an arid desert stretching along the entire coast-line, covering about 15 per cent of the total land and the Central Plateau : a diversified landscape of mountains, sand valleys and plains, covering slightly more than half the territory's land area, and the Kalahari: composed of level monotonous plain covered with thick layers of terrestial sands and limestones.

Namibia has a very dry climate with sparse irregular and ineffective rainfalls. The average distribution of annual rainfall is less than 50mm. along the coast, 100-400 mm. in the Central Plateau and 400-600mm. in the north and north-eastern regions. The interior of the country has no permanent rivers. The three permanent rivers constitute parts of the country's boundaries: the Orange in the South and the Kunene and the Kavango in the North. Groundwater is an alternative source of water supplies. Namibia's soils are mixed. The most fertile soils are found in the north-central, north and north-eastern areas which are suitable for agriculture. Namibia is also rich in mineral resources. These climatic conditions also determine the distribution of the population.

2. Population

The analysis of education, employment and other aspects in the overall economic development requires an examination of the growth, composition and distribution of the country's population. Namibia's latest demographic data have been made available by the 1970 census. Since then, there have been official estimates for 1974 and unofficial estimates for 1975 and 1977. Available census figures and official estimates about the population growth during 1921-1974 are shown in Table 1. It has been

Map 1 NAMIBIA

Table 1. Population growth in Namibia (absolute number and percentage of total population) 1921-1974

	1921		1936		1960		1970[a]		1974[b]	
	Number	%	Number	%	Number	%	Number	%	Number	%
NORTHERN SECTOR	115 749		182 831		283 074	53.8	427 732	56.1	481 000	56.5
Ovambos	91 500		151 973		239 363	45.5	352 640	46.3	396 000	46.5
Kavangos	20 000		19 150		27 871	5.3	49 512	6.5	56 000	6.6
Caprivians	4 249		11 708		15 840	3.0	25 580	3.3	29 000	3.4
SOUTHERN SECTOR										
Africans:	87 702		106 426		169 466	32.2	243 869	32.0	272 000	31.9
Hereros	31 063		30 720		35 354	6.7	50 589	6.6	56 000	6.6
Kaokovelders	1 500		4 200		9 234	1.8	6 567	0.2	7 000	0.8
Damaras	20 883		26 062		44 353	8.4	66 291	8.7	75 000	8.8
Tswanas	*		*		*		4 407	0.6	5 000	0.6
bushmen	3 931		6 724		11 762	2.2	22 830	3.0	26 000	3.0
Coloureds	3 438		5 818		12 708	2.4	28 512	3.7	32 000	3.8
Namas	20 968		26 250		34 806	6.6	32 935	4.3	37 000	4.3
Rehobothers(Basters)	5 719		7 000		11 257	2.1	16 649	2.2	19 000	2.2
Others	200		3 852		9 992	1.9	15 089	2.0	15 000	1.8
Whites	19 714		31 200		73 464	14.0	90 593	11.9	99 000	11.6
Total Population	223 165		320 457		526 004		762 184		852 000	100.0

a) Population Census of May 1970; b) Estimates
According to Thomas (1978), 1) Offially believed to be "a complete over-estimate"; 2) Until 1970 included under "other"; 3) Since 1960 it includes "migrants" from Angola as major group.

Sources: 1921-1960: Report of the Commission of Enquiry into South West Africa Affairs, 1962-63, p.37.
1970,1974: Republic of South Africa, Department of Statistics. Taken from Republic of South Africa, Department of Foreign Affairs, South West Africa Survey 1974.

difficult to establish the real size of Namibia's total population. Probably the actual number lies between these estimated figures. However, for the purpose of this study Table 1 has been prepared using 1960 as a base for intrapolation and extrapolation of the missing data.

- Composition of the population

Namibia's population is divided into 14 culturally differentiated sub-groups: 11 Non-White and 3 (main) White sub-groups. (see Table 1). Most of the African population belong to the Bantu group which includes Ovambos (seven sub-groups), the largest single group in the country about 46 per cent, Kavangos (four sub-groups), Caprivians (two main sub-groups), Hereros and Tswanas. The Non-Bantu groups consist of Bushmen, Damaras and Namas. Other Non-White groups comprise people of mixed races: Rehobothers (Basters) and Coloureds, together referred to as Coloureds. They are mainly Afrikaans speaking group. Others comprise various smaller groups from Angola, South Africa, etc., most of whom speak Bantu languages.

The Whites comprise mainly Africans, German and English speaking sub-groups. The Portuguese constitute the fourth important White group. The White population constitutes the country's second largest group. Table 2 shows the dominant position of the Boers - the position which has meant political dominance in the affairs of Namibia.

Table 2. Ethnic composition of Whites: Estimates

	1974	1977
Boers (Afrikaans speaking)	67 300	70 000[a]
Germans	21 800	20 000
English	7 900	15 000[b]
Others[c]	2 000	-
TOTAL	99 000	105 000

[a] includes 15,000 South African citizens

[b] includes also Portuguese speaking group

[c] includes Portuguese, Jews, Danish, Italians, etc.

Source: 1974, Wilcox, S. C., Transition in Southern Africa, Namibia, 1977; 1977, Thomas, W. H., Economic Development in Namibia, 1978.

- Population growth

The figures in Table 3 reveal considerable variations in the growth rates of the different population groups during the period 1962-1976. Some groups experienced high growth rates while others had slow rate of increase. Namibia's total population increased to 966,400 in 1976 - 764,500 Africans, 99,200 Coloureds[1/] and 102,700 Whites - at annual average growth rates of 3.88 per cent, 4.23 per cent, 3.33 per cent and 2.12 per cent respectively. (see Table 3). The population in the Northern sector increased at a higher rate 4.23 per cent, than in the Southern sector at 3.44 per cent per year, bringing their number to 548,900 and 417,500 respectively. For better understanding of the growth of Namibia's population one should have in mind the effects of the presence in the country of the South African army and other personnel, and the considerable outflow of Namibian refugees and the inflow of Angolan refugees, especially in the Northern regions. No doubt these factors have had effect upon the regional distribution of the population.

- Distribution of population by regions

The geographic distribution of the population in Namibia is determined by the country's apartheid laws and regulations which, while allowing temporary labour migration, restrict Non-White population to the "reserves" and "Bantustan" areas. Administratively, the various population groups reside in the so-called "homelands". The residing in a particular "homeland" varies from one group to another but it is known to be very high for Africans in the northern areas and for Whites. In 1970, for example, 99.8 per cent of Caprivians, 96 per cent of Kavangos, 74 per cent of Rehobothers and 96 per cent of Whites were residing in their respective "homelands". All other groups had less than half of their members residing in their "homelands". A great number of Africans in the Southern sector resides

[1/] Include Rehobothers (Basters), Coloureds and Namas.

Table 3. Growth and distribution of population by sector and racial groups, 1960-1976

Year	Northern Sector		Southern Sector		Africans[1]		Coloureds[2]		Total Non-Whites		Whites[3]		Total Namibia
		%		%		%		%		%		%	
1960 (a)	283 074	53.8	242 930	46.2	393 769	74.9	58 771	11.2	452 540	86.0	73 464	14.0	526 004
1962	307 348	54.4	257 666	45.6	426 871	75.6	61 534	10.8	488 405	86.4	76 609	13.6	565 014
1966	362 472	55.4	292 091	44.6	502 711	76.8	68 544	10.5	571 255	87.3	83 308	12.7	654 563
1970 (a)	427 732	56.1	334 462	43.9	593 505	77.9	78 096	10.2	671 601	88.1	90 593	11.9	762 194
1971	445 848	56.3	346 521	43.7	618 878	78.1	80 979	10.2	699 857	88.3	92 512	11.7	792 369
1974	505 050	56.6	386 797	43.4	702 755	78.7	91 077	10.2	793 332	89.0	98 515	11.0	891 847
1975	526 524	56.7	401 731	43.3	732 661	78.9	94 992	10.2	827 653	89.2	100 602	10.8	928 255
1976	548 933	56.8	417 496	43.2	764 478	79.1	99 219	10.3	863 697	89.4	102 732	10.6	966 429
Average annual growth rate %	4.23		3.44		4.23		3.33		4.12		2.12		3.88

(a) 1960 and 1970 are census figures

Source: 1960 - from Report of the Commission of Enquiry into South West Africa affairs, 1962-63, p. 37.
1970, 1974 - from RSA, Department of Statistics taken RSA, South West Africa Survey 1974
Figures for other years are intra- or extrapolations with 1960 as base.

Notes: [1] Africans comprise all ethnic groups except Coloured and Whites

[2] Coloureds include people of mixed blood and Namas who were reclassified as such in 1969.

[3] Whites comprise Boers (Afrikaans-speaking group) Germans, English, Portuguese and many others of European descent.

in the "White area" as migrants either on white farms or in urban areas where they are joined by 50,000 - 75,000 contract workers annually from the Northern sector. In 1974, about 57 per cent of the total population were in the Northern sector and 43 per cent in the Southern sector - a 3 per cent increase and 2 per cent decrease respectively since 1962 (see Table 3).

The urban and rural population distribution (Tables 4 & 4(a))reveal that Whites are far more urbanized (74 %) than Africans of whom only 14 per cent were living in towns in 1970. This unequal distribution is due in part to restriction policies and ownership patterns within the economy. The low proportion of Africans in urban areas reflects, therefore, the extent to which they are "allowed" to enter the modern economy. The over-representation of Africans in the rural areas (85. 9%) is attributable to the fact that these areas constitute the so-called "homelands" where they are engaged in either small peasant farming or in semi-subsistence economy. The residential regulations restrict African family life in, and movements into, urban areas. However, with the abolition of these restrictive laws by a government of an independent Namibia, radical population movements will certainly take place, especially from the North, to the main towns as families will be united. The distribution of the population will be different. This will affect the distribution of educational facilities in the country.

Table 4. Population distribution by urban and rural groups, 1970

Population group	Total population	Urban	Percentage	Rural	Percentage
Whites	90,658	67,099	74.013	23,559	25.987
Coloureds	28,275	20,176	71.356	8,099	28.644
Rehoboth Basters	16,474	7,560	45.890	8,914	54.110
Namas	32,853	9,949	30.283	22,904	69.717
Ovambos	342,455	31,753	9.272	310,702	90.728
Okavangos	49,577	2,156	4.349	47,421	95.651
East Caprivians	25,009	21	0.084	24,988	99.916
Kaokovelders	6,467	73	1.129	6.394	98.871
Damaras	64,973	26,735	41.148	38,238	58.852
Hereros	49,203	11,295	22.956	37,908	77.044
Bushmen	21,909	777	3.546	21,132	96.454
Tswanas	3,719	1,148	30.869	2.571	69.131
Others	14,756	7,276	49.309	7,480	50 691
Total Africans	610,921	91,183	14.925	519,738	85.075
Total Populat.	746,328	186,018	24.924	560,310	75.076

Source: Republic of South Africa, Department of Statistics, Population Census, South West Africa, 6 May 1970: Statistical News Release, No. 64, Pretoria, Government Printer, 23 September 1971.

Table 4 (a). Percentage of urban and rural population for men and women, 1970.

Population group	Total		Urban				Rural			
	Men	Women	Men	Percentage of men	Women	Percentage of women	Men	Percentage of men	Women	Percentage of women
Whites	46,653	44,005	33,976	72.827	33,143	75.271	12,677	27.173	10,882	24.729
Coloureds	15,006	12,969	10,425	69.472	9,751	73.487	4,581	30.528	3,518	26.513
Rehoboth Basters	8,068	8,40	3,557	44.088	4,003	47.621	4,511	55.912	4,403	52.379
Namas	16,730	16,123	4,702	28.105	5,247	32.544	12,028	71.895	10,876	67.456
Ovambos	172,052	170,403	25,744	14.963	6,009	3.526	146,308	85.037	164,394	96.474
Okavangos	24,345	25,232	1,666	6.843	490	1.942	22,679	93.157	24,742	98.058
East Caprivians	11,877	13,132	20	0.168	1	0.008	11,857	99.832	13,131	99.992
Kaokovelders	3,272	3,195	63	1.925	10	0.313	3,209	98.075	3,185	99.687
Damaras	31,763	33,210	12,551	39.515	14,184	42.710	19,212	60.485	19,026	57.290
Hereros	24,294	24,909	5,496	22.623	5,799	23.281	18,798	77.377	19,110	76.719
Bushmen	11,275	10,634	446	3.956	331	3.113	10,829	96.044	10,303	96.887
Tswanas	1,960	1,759	597	30.459	551	31.325	1,363	69.541	1,208	68.675
Other Africans	11,841	2,915	6,564	55.435	712	24.425	5,277	44.565	2,203	75.575
Total Africans	309,409	301,512	57,849	18.700	33,334	11.056	251,560	81.303	268,178	88.944
Total Populat.	379,136	367,192	105,807	27.907	79,933	21.769	273,329	72.093	286,961	78.156

Source: Republic of South Africa, Department of Statistics, Population Census, South West Africa, 6 May 1970, op. cit.

- Population age structure

The age structure of a population is a very important factor in any development planning. However, no detailed information on the age structure in Namibia is made available. The major age groups in Namibia, shown in Table 5 reveal that in both Northern and Southern sectors the largest age group is that between 5 and 19 years. A similar picture is revealed when comparing Whites and Non-Whites. This age group corresponds to the school age population as shown in Table 6.

3. Economy

- Growth of the economy

Between the two world wars, economic development in Namibia experienced stagnation partly due to the Great Depression. However, with the establishment of mining, ranching and fishing sectors in the 1940s, the economy, especially the European sector, expanded rapidly over the period 1945 - 1975[1/] (see Table 7). Over the periods 1920-1962 and 1960-1975 the GDP in Namibia experienced an average growth of 5 per cent per year, that is, "about 2 per cent per capita which is much the same as in South Africa, and considerably higher than in many developing and developed countries"[2/] (see Table 8). Estimates for 1977[3/] put the per capita GDP of Namibia at R900 ($1050) which, except for South Africa

[1/] Green R. H., op. cit. p. 26

[2/] Thomas, W. H. op. cit. p. 26

[3/] Green, R. H., op. cit. p. 25

Table 5. Growth and distribution of school age population (age 6-18) by sectors and racial groups, 1962 - 1976.

Year	Northern Sector	%	Southern Sector	%	Africans	%	Coloureds	%	Total Non-Whites	%	Whites	%	Total Namibia
1962	96 630	56.4	74 773	43.6	134 211	78.3	19 341	11.3	153 552	89.6	17 851	10.4	171 403
1966	113 961	57.3	85 058	42.7	158 055	79.8	21 551	10.9	178 606	90.2	19 413	9.8	198 019
1970	133 375	57.7	97 787	42.3	185 497	80.2	24 554	10.6	210 051	90.9	21 111	9.1	231 162
1971	140 293	58.0	101 422	42.0	194 696	80.5	25 460	10.5	220 156	91.1	21 559	8.9	241 715
1974	158 797	58.3	113 597	41.7	220 804	81.1	28 634	10.5	249 438	91.6	22 956	8.4	272 394
1975	165 554	58.4	118 121	41.6	230 369	81.2	29 866	10.5	260 235	91.7	23 440	8.3	283 675
1976	172 634	58.4	122 901	41.6	240 406	81.3	31 188	10.6	271 594	91.9	23 941	8.1	295 535
Average annual growth rate	4.23		3.61		4.25		3.47		4.16		2.12		3.97

Table 6. Distribution of population by age groups, sectors and racial groups (Estimates), 1977.

Age Group	Northern Sector	%	Southern Sector	%	Non-Whites[1/]	%	Whites	%	Total Namibia
- 1	18 865	3.4	12 383	3.1	29 155	3.4	2 093	2.1	31 248
1- 4	67 430	12.3	48 248	12.1	107 840	12.7	7 838	7.8	115 678
5- 9	80 575	14.7	56 985	14.2	128 095	15.1	9 465	9.5	137 560
10-14	71 830	13.1	49 518	12.4	112 180	13.2	9 168	9.2	121 348
15-19	56 485	10.3	40 173	10.1	88 405	10.4	8 253	8.2	96 658
20-24	46 310	8.4	34 130	8.5	71 780	8.5	8 660	8.7	80 440
25-34	73 205	13.3	54 204	13.6	110 465	13.0	16 944	16.9	127 409
35-44	54 890	10.0	42 463	10.6	82 850	9.7	14 503	14.5	97 353
45-54	38 280	7.0	27 241	6.8	56 160	6.6	9 361	9.4	65 521
55-64	22 330	4.1	19 370	4.8	34 030	4.0	7 670	7.7	41 700
65+	19 800	3.6	15 285	3.8	29 040	3.4	6 045	6.0	35 085
Total	550 000	100.0	400 000	100.0	850 000	100.0	100 000	100.0	950 000

Source: Thomas, W. H., Economic Development in Namibia, München: 1978. Calculations have been done about the population in the Southern sector.

Note: [1/] Calculated from figures in Thomas, W. H., Economic Development in Namibia, op. cit.

was the highest in Africa. The distribution of national income and wealth is unequal. In 1975, for example, the average per capita income was R3300 for Whites and R230 for Africans (Non-Whites), that is a 14:1 gap[1/]. The disparity in the personal income per capita is due partly to the wage economy and partly to apartheid laws that deny African access to acquiring skills and employment opportunities that are already available for Whites.

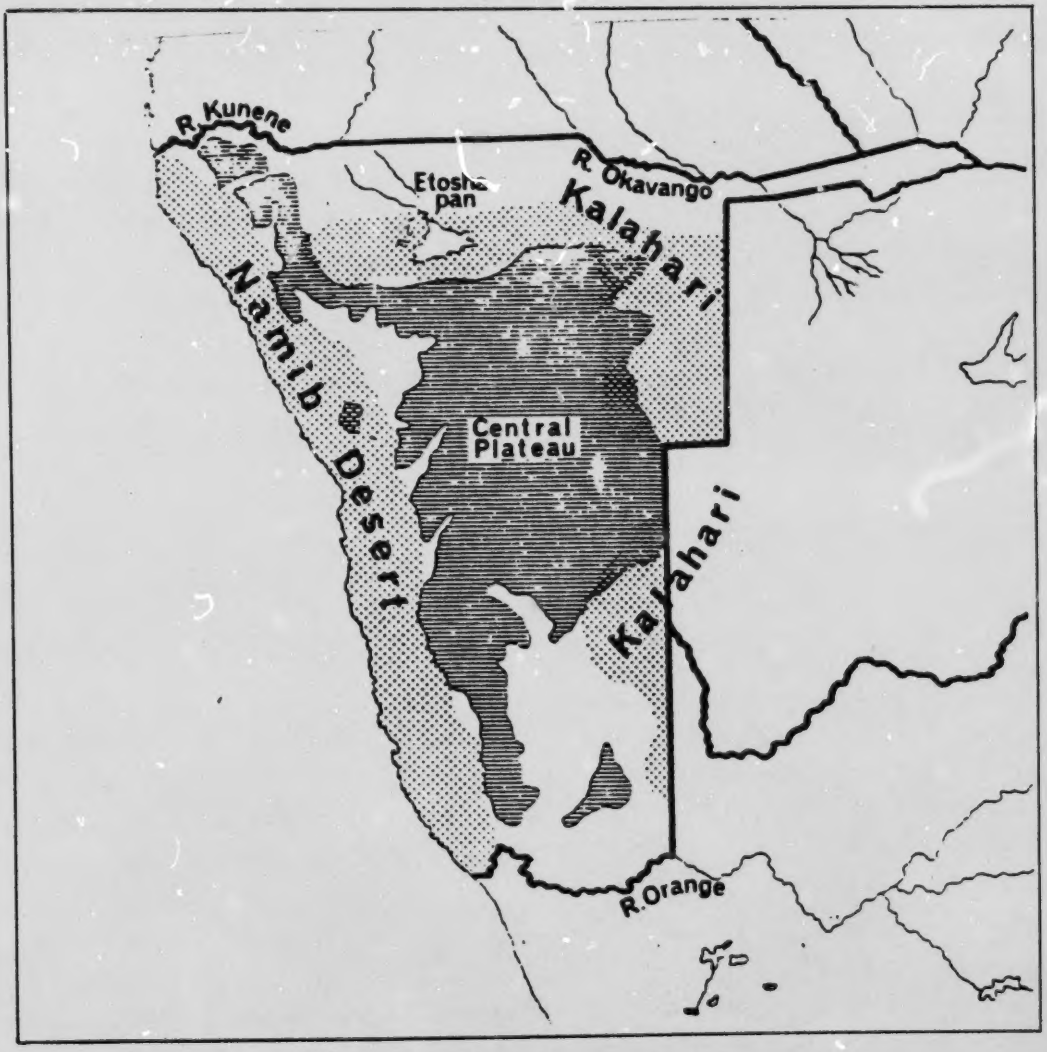
The Namibian economy is predominantly mineral extraction. Table 9 shows that mining is the major contributor to the country's GDP. In 1970, its contribution to GDP was 30.4 per cent, agriculture and fishing 18 per cent, manufacturing and construction 13.3 per cent, transport and communication 7 per cent and the rest is counted for by other sectors. The share of agriculture increased since 1960, mining decreased, while that of manufacturing and transport remained constant.

Mining dominates the Namibian economy also in terms of exports, tax revenue and surplus for investment. Its share has increased and accounted for 66.9 per cent of exports in 1974; compared with agriculture 20.6 per cent and fishing 15.5 per cent, both of which have decreased (see Table 10). The contributions of mining and agriculture to tax revenue were 40 per cent and 5-10 per cent respectively[2/]. However, the mining sector accounted for only about 6 per cent of

[1/] Thomas, W. H., op. cit. p. 31

[2/] Thomas, W. H., Economic Development in Namibia, 1978, p. 30.

Map 2. GEOGRAPHY



Areas above 1200m (4 000ft.)

Namib Desert and Kalahari

Table 7. Namibian GDP and GNP (Million Rands at current prices)

Year	GDP	GNP	GNP as % of GDP
1920	13.0	-	-
1946	22.2	20.4	91.9
1949	42.4	34.8	82.1
1952	92.9	63.5	68.4
1956	141.6	85.1	60.1
1959	121.5	76.6	63.0
1961	127.3	82.0	64.4
1969	368.9	278.0	75.4
1973	615.6	-	-
1977	1 135.0	710.0	63.0

GDP = Gross Domestic Product

GNP = Gross National Income (NI = National Income)

Source: Commission of Inquiry into S.W.A. Affairs 1962-63, 1964;
1969, Financial Mail, "Desert Deadlock", March 2, 1973;
1973, S.W.A. Survey 1974;
1977, Green, R.H., Namibia: A Political Economic Survey,
DP No. 144, September 1979.

Table 8. Comparative values for per capita GDP (at current prices) US$ p.a.

Country	1960	1965	1970	1975	1977
Namibia	343	578	640	1 055	1 050[1]
South Africa	433	566	784	1 388	
Zambia	183	269	421	454	
Zaire	75	90	88	146	
Kenya	77	105	143	207	
Tanzania	53	74	97	148	
Nigeria	78	97	145	250	

Source: Thomas, W.H., Economic Development in Namibia, 1979, p. 27;
1) Green, R.H.; Namibia: A Political Economic Survey, opcit, p.5.

Table 9. Contribution of Economic Sectors to the Namibian Gross Domestic Product

	1960		1965		1970		1977	
	R'000	%	R'000	%	R'000	%	R'000	%
A. PRIMARY SECTOR	69 507	48.7	154 600	54.5	175 800	46.5	575 000	50.7
Agriculture	21 067	14.9	43 700	15.4	60 700	16.1	157 500	13.9
Arable Products	1 730	1.2	1 165	0.4	927	0.2	-	-
Livestock	16 190	11.4	35 117	12.4	51 826	13.8	-	-
Forestry	585	0.4	700	0.2	900	0.2	2 000	0.2
Fishing	2 652	1.9	6 718	2.4	7 047	1.9	40 500	3.5
Mining	47 900	33.8	110 900	39.1	115 100	30.4	375 000	33.2
B. SECONDARY SECTOR	18 400	13.0	37 700	13.3	54 500	14.3	160 000	14.1
Manufacturing	12 700	9.0	25 800	9.1	35 800	9.4	80 000	7.5
Construction	4 300	3.0	9 400	3.3	14 800	3.9	60 000	5.3
Electricity, Gas and Water	1 400	1.0	2 500	0.9	3 900	1.0	15 000	1.3
C. TERTIARY SECTOR	54 200	38.3	91 600	32.2	149 100	39.2	400 000	35.2
Transport, Storage and Communication	12 000	8.5	18 900	6.7	26 700	7.0	60 000	5.3
Wholesale/Retail, Catering and Accommodation	15 800	11.2	30 700	10.7	45 500	12.0	135 000	11.9
Finance, Insurance, Business Services	11 500	8.1	17 800	6.3	30 900	8.1	85 000	7.5
Community, Personal, Social and other Services	6 100	4.3	9 200	3.2	15 900	4.2	50 000	4.4
General Government	8 800	6.2	15 000	5.3	30 100	7.9	70 000	6.2
TOTAL GDP	141 600	100.0	283 900	100.0	379 400	100.0	1 135 000	100.0

Source: Reconstructed from S. W. A. Survey 1967/74, and BER (1972) by Thomas, W. H., Economic Development in Namibia, 1978, p. 29. 1977: from Green, R. H., Namibia: A political economic review, 1979, p. 87.

Table 10. Namibian Exports by Sector (Million Rands)

Sector	1963		1969		1974		1977	
Agriculture	35	28.5%	40	16.0%	84	20.6%	120(126)	21.4%(18.0)
Fishing	23	18.7	71	28.4	63	15.5	40(63)	7.1 (9.0)
Mining	65	52.8	139	55.6	260	63.9	400(511)	71.5 (73.0)
TOTAL	123	100.0	250	100.0	407	100.0	560(700)	100.0 (100.0)

Source: Thomas, W.H., Economic Development in Namibia, 1978, p. 30; Figures in brackets calculated from R.H. Green, Namibia: A Political Economic Survey, 1979, p. 5.

the total employment in 1975, compared with agriculture's contribution of about 50 per cent (see Table 11). Probably the two sectors will experience fluctuations in export values. However, further prospecting in mining would significantly raise mineral reserve estimates which in turn would raise the sector's contribution to revenue and employment. Similar development could be expected in agriculture. The implications for education is that it has to be responsive to the needs for skills essential for any economic development.

Ownership pattern

About two-third of Namibia's total land area is owned by Whites. Africans do not own or hold title to any land. Nearly all productive capital is in private hands, mostly foreign with South Africa dominating the scene. Almost the whole mining industry and most of the manufacturing and fishing industries are owned by foreign companies. Commercial agriculture is dominated by both South African and German nationals. African ownership of means of production is non-existent and their participation in entrepreneural activities is restricted by racial laws and other formal regulations[1/].

Manpower, employment and skills

According to the 1970 census, about 62 per cent of the adult group age 15-64, constituted the economically active group - one-third were in subsistence agriculture and two-thirds were wage employees.

[1/] Wilcox, J. C., 1977, op. cit., p. 8

Table 11. Sectoral contribution to GDP and Employment

	Agriculture, Forestry, Fishing	Mining	Secondary Sector	Tertiary Sector
A. *% Contribution to GDP*				
1920	13,1 %	58,5 %	3,1 %	24,6 %
1936	41,5	17,9	5,7	34,0
1946	28,8	26,1	7,2	37,8
1956	23,7	42,4	6,1	27,8
1960	14,9	33,8	13,0	38,3
1965	15,3	39,1	13,3	32,3
1970	16.0	30,3	14,4	39,3
B. *Employment*				
1960	58,5	5,9	9,6	20.7
1970	48,3	7,0	12,9	27,0
1975	50,9	5,9	8,7	22,6

SOURCES: 1920 - 1960 Odendaal Report, chapter 22.3
1965 / 1970 SWA-Surveys 1967 and 1974

Of the total wage labourers, about 67.8 per cent were Africans, 12.6 per cent Coloureds and 19.6 per cent Whites[1/].

Data on employment by skilled groups (Table 12) reveal that Whites, constituting only 20 per cent of the wage labour force, occupied almost all the clerical, sales and trade jobs, about 99.8 per cent of the managerial and 60.4 per cent of the professional positions in 1971. Although Africans occupied 31.2 per cent of the professional positions, these were predominantly teachers, nurses and priests. In 1973, the share of Africans in professional positions had increased to 39 per cent while that of Whites decreased slightly to 58 per cent.

The underrepresentation of Africans in skilled positions is a consequence of formal discriminatory regulations which deny them or limit their access to qualified jobs. Education is an essential means to break these racial barriers. However, for Africans formal training for employment is limited to primary and, to some extent, secondary education. No university or post-secondary trade education is available in Namibia.

4. Political structure

Any discussion of education in Namibia, especially education for the African population, must be presented against the background of conditions and attitudes that are not directly educational. White supremacy goes back to the very beginning of Namibia as a German colony (1884-1915) and has ever

1/Wilcox, J. C. 1977, op. cit., p. 52.

Table 12. Employment of Africans, Coloureds and Whites in Namibia, 1971, 1973 and 1975.

Occupation	1971[1]				1973				1975		
	Africans	Coloureds	Whites	Total	Africans	Coloureds	Whites	Total	Africans[2]	Whites	Total
Professional, semi-professional and technical	1,987	535	3,856	6 378	3 659	271	5 447	9 377	5 305	5 877	11 182
Managerial, executive, administrative	—	5	2,112	2 117	29	8	2 180	2 217	16	2 164	2 180
Clerical	554	384	7,114	8 052	964	259	7 248	8 471	1 320	6 483	7 803
Sales and related work	757	366	2,552	3 675	1 340	556	2 103	3 999	1 955	2 184	4 139
Actual mining and quarrying	7,267	53	841	8 161	6 321	–	1 079	7 400	6 788	877	7 665
Transportation, delivery and communications	2,908	437	1,941	5 286	2 380	335	1 632	4 347	3 317	1 824	5 141
Processing of metal, plastics, machine parts; operative in motor industry	1,141	124	256	1 521	1 088	105	372	1 565	1 751	521	2 272
Operator and semi-skilled worker in building and construction	1,778	423	786	2 987	3 556	478	876	4 910	3 283	1 051	4 334
Manufacturing of glass, cement, lime, brick, etc.	78	30	6	114	106	13	2	121	329	7	336
Processing of wood, furniture, etc.	150	72	26	248	108	55	10	173	301	20	321
Manufacturing of textiles (clothing, leather processing, shoes, washing, dry cleaning, etc.)	180	102	30	312	241	117	45	403	298	17	315
Manufacturing of food, drink, tobacco	4,103	499	293	4 895	2 225	675	156	3 056	2 831	241	3 072
Manufacturing of chemical and rubber products, soap, candles, oils, plastics, explosive, fertilisers, etc.	45	19	11	75	97	9	13	119	77	10	87
Printing process and manufacturing	24	13	4	41	40	42	12	94	108	2	110
Supervisors and other skilled and semi-skilled workers	2,599	1,103	2,006	5 708	3 207	1 198	1 829	6 234	5 171	1 830	7 001
Artisans and apprentices	24	1,278	4,241	5 543	–	1 862	3 964	5 826	2 434	3 563	5 997
Those in service capacities	4,367	554	1,950	6 871	5 510	575	2 032	8 117	6 205	1 890	8 095
Labourers	25,017	1,439	67	25 017	20 945	1 182	101	22 228	26 908	74	26 982
	52,979	7,436	28,092	88 507	51 816	7 808	29 033	88 657	68 397	28 635	97 032

Source: Republic of South Africa, Department of Statistics, *Summary of the Result of Manpower Survey No. 9, 30 April 1971.* taken from M. O'Callaghan, Namibia: the effects of apartheid on culture and education, UNESCO, 1977, 1973, Wilcox, S.C., Transition in Southern Africa: Namibia, 1977, 1975, R.R.A. Department of Labour, Manpower Survey 1975 from W.H. Thomas, Economic Development in Namibia, 1978.

1) Excluding domestics in private service and persons in agriculture and farming

2) Including Coloureds (=Coloureds, Rehobithers and Namas)

since continued to characterize every aspect of administration/government in the Territory.

- Administrative policy of occupation

The South African Government which has ruled Namibia since the First World War, has classified the Territory's population into three differentiated racial groups, namely, Africans, Coloureds and Whites. Subsequently, the country has been divided into the Northern and Southern sectors, which in turn are sub-divided into "homelands" for each of the ethnic groups. Although most of the Whites and Africans are found in the Southern sector and Northern sector respectively, both groups are distributed throughout the country. However, all 60 per cent of the Territory is regarded by the Whites as "their" area, while only 40 per cent is reserved for Non-Whites. Coloureds, except Rehobothers, have no territorial rights. They live in towns in the "White area"

The Nationalist Party in South Africa which has ruled Namibia since 1948, has introduced its policy of Apartheid (=separate development) in Namibia. The essence of Apartheid has been to maintain political, economic and social dominance of Whites over Non-Whites. A rigid segregation and discriminatory system has been enforced which determines the life prospects of each racial group. Racial classification determines for members of each group their residence area, occupation, wages and the standard of services such as health and education which are provided by the government. Discrimination is, however, well documented in the field of education as will be shown later in the discussions.

- Education - traditional and missionary

Education in Namibia started long before colonisation. Traditional African communities educated their young about their cultures, skills, etc. But the beginning of the colonial era brought a new culture, a written culture which required a formal system of education. The introduction of formal education in Namibia began with the settlement of the first missionaries in 1805. The arrival of more missionary societies in the Territory in later years, meant an expansion of educational services throughout the country. Schools were opened, but the teaching of the missions was limited to evangelism and basic literacy.

- Education and State control

The German colonial administration (1884-1915), although it opened educational services for Whites, did not try to change the pattern of the existing mission education among the African population. It was only after the South African takeover of the administration in Namibia, particularly when it assumed the mandate over the Territory in 1920, that plans were made to organise the educational services and bring these under central control.

The first Education Act (Proclamation No. 55 of 1921)[1/] provided for State control of both European and Non-European educational services in Namibia and delegated its administration to the Director of Education in the Department of Education. Education for Africans, although receiving government financial aid, was left to the missions on condition that they would conform to government

[1/] The Commission of Enquiry into S. W. A. Affairs, 1962-63, p. 219.

regulations regarding syllabuses, employment of teachers, inspection etc. [1] Education for Whites became compulsory [2]. In 1925, under the terms of the South West Africa Constitution Act (Act No. 42 of 1925) [3] the executive power was transferred from the South African government to the Administration of South West Africa, but all major decisions were subject to the final authority of the government of South Africa. Later, the Education Proclamation No. 16 of 1926 provided for the classification of mission schools into separate schools for Coloureds and "Natives" (= Africans) and "the services of missionary societies were fully retained for the practical inplementation". [4]

The educational arrangements in terms of Education Proclamation No. 16 of 1926 continued to exist until 1949 when full legislative powers over education were transferred from the Department of Education of the South West Africa Administration to the Legislative Assembly under the final authority of the South Africa Government [5]. Until that year, the control and administration of the majority of schools in Namibia, except schools for Whites and some government schools for Non-Whites, were in the hands of the various missionary societies. Whereas the White community was experiencing a high standard of living with well-developed social and educational services, the African population was suffering from the inadequacy in the funds that were allocated to their social and educational development. The government financed all education for Whites, but the funds for African education came mainly from voluntary contribution made by the missions as well as money paid by Africans in direct taxation. Thus, by the end of the Second World War, South Africa's policy of neglect had created a serious educational problem characterised by inadequacy in school facilities and funds, as well as content of education for the African population in Namibia.

After the War, it seemed as if the educational situation in Namibia would undergo a radical change to the betterment of Africans, because the Native Education Act of 1945 provided for increased government funds for African education. Secondly, the United Party government of 1947 adopted a new policy and programme that "proclaimed support for industrial and manpower development with opportunity for all groups in this growth, and planned for new urban housing and some recognition of African unions and political groups" [6].

- Apartheid ideology and education

The plans of the United Party government were, however, short-lived for the Nationalist Party [7] which assumed power in 1948 was opposed to such reforms designed to promote social and economic integration of all races. This party was centred around Boer or Afrikaaner nationalism which was extremely influenced by the fascist ideolcgy of the 1930s, by the history of conflicts with both the Africans and the British, and by some European theological thought, particularly Calvinist, which

---

[1] O'Callaghan, M. 1977, p. 97

[2] The Commission of Enquiry into S. W. A. Affairs, op. cit. p. 223

[3] Ibid. p. 221

[4] Ibid. p. 221

[5] Ibid. p. 221

[6] Sie- 1978, p. 295.

[7] This is the Party of the Boers, the descendants of the Dutch. The Dutch settlers were mainly farmers, thus the name Boers. However, in order to disassociate themselves from motherland, Holland, as well as to find their own identity in Africa, they renamed themselves as Afrikaaners.

justified separate education: "God had willed separate nations and peoples, giving each nation and people its special calling and tasks and gifts"[1]. The ideologies of fascism and Calvinism together produced the ideology for apartheid (= separate development).

It was natural that the National Party policy on education had to reflect its own racial policy and stipulated, therefore, that "education should be the primary method of inculcating its racial scheme in the minds of the young of all racial groups. For the Whites, the values of Christian Nationalism, the Calvinist inspired doctrine of creating a White Afrikaans society, should be a guide to education, while for Non-Whites the value of tribal life, rural skills and separate communities should be taught"[2]. Thus, education became an important means by which Apartheid policy was to be implemented in order to protect the Whites and their privileges against the "threatening development of permanent, residential black population in its urban, industrial centres"[3]. The doctrine of Apartheid became therefore one of the first programmes to be introduced by the Nationalist Party Government in South Africa.

In 1949, the government appointed a Commission on Native Education (known as the Eiselen Commission) to consider among others the following issues:[4] "the formulation of the principles and aims of education for natives as an independent race"; the modification of the existing African education" in respect of the content and form of syllabuses in order to conform to the proposed principles and aims, and to prepare natives more effectively for their future occupations"; "the organisation and administration of the various branches of native education"; and "the basis on which such education should be financed".

- Bantu Education Act of 1953

In its report in 1951, the Eiselen Commission recommended the creation of a separate education for Africans and the transfer of the control of African education from missions to the Department of Bantu Affairs . In 1954, following the adoption of the Bantu Education Act, No. 47 of 1953, the government introduced Bantu (= African) Education in South Africa. The Bantu Education Act of 1953, and as amended in 1954, 1956, 1959 and 1961, provided for the control and administration of Bantu education (excluding higher education) to be transferred from the general provincial administrations to the central government. It also provided for the establishment and maintenance of Bantu community schools, Bantu Authorities (or tribes, communities) and the establishment of government Bantu schools. The Act also authorized the Minister of Education to create regional or local boards,

---

1/ O'Callaghan, M., Namibia: the effect of Apartheid ... op. cit. 1977

2/ Marcia Kennedy McGill, Education Policy and Results, in Segal and First, 1967, p. 197.

3/ Ibid. p. 197

4/ Report of the Commission on Native Education, 1949-51, U.G. 53/1951, p. 163, quoted by M. O'Callaghan 1977, p. 99; SIRR 1978, p. 297.

committees, etc. to which he might entrust the control and management of government or community schools [1]. However, any school board, councils or committees may be disbanded by the Minister in charge. By this Act the control over African education became the responsibility of the then Department of Native Affairs through its Division of Bantu Education, until 20 October 1958 when a separate Department of Bantu Education was created.

- Application of Bantu Education Act to Namibia

The Bantu Education Act, No. 47 of 1953, and all amendments thereof were also extended to Namibia. In its application to Namibia, and as amended in 1970, it is stated: [2]

> " (1) This Act and any amendment thereof shall also apply in the Territory of South West Africa, including the East Caprivi Zipfel.
>
> (2) In such application Names shall not be regarded as natives and any compound or derivative of the word 'Bantu' shall be construed as a corresponding compound or derivative of the word 'native'.
>
> (3) Subject to the provisions of subsection (4), the Education Ordinance, 1962 (Ordinance No. 27 of 1962 of the Territory of South West Africa), and Proclamation No. 147 of 1939 of the Republic are hereby repeated in so far as they relate to native education.
>
> (4) Any regulation made under the said Education Ordinance, 1962, and which immediately prior to the commencement of this section applied in respect of native education shall, in so far as it is not in conflict with the provisions of this Act, continue so to apply and shall, in so far as it so applies, be deemed to have been made under this Act for the Territory of South West Africa.
>
> (S. 15ter inserted by s. 5 of Act No. 44 of 1970). "

As in South Africa, the Act came to determine the Education for Africans in Namibia in terms of control, administration, content and finance. Already by 1953, the educational situation in Namibia was characterised by three separate systems: education for Africans, for Coloureds and for Whites. Two education systems had come into existence, one operating in the Police Zone and the other in the Northern African areas. These separate systems had each different arrangements in terms of school control, administration, management, content and finance.

The control of African schools in the Northern sector remained in the hands of the mission societies, while in the Southern sector schools were under the control of the missions, government and private organisations. Both government and missions continued to share the control over Coloured schools, while most of White schools were government and the rest private. Concerning the content of African education, the syllabus in primary schools included "bible and ethics, hygiene, physical training, the home language, Afrikaans and English, drawing, writing, arithmetic, history, geography, and nature study, handicraft, needlework and singing" [3]. Whereas Bible history and ethics were examination subjects, arithmetic was not. Girls were taught needlework, which included laundering and ironing, in order to prepare them for the housework and domestic services [4]. Coloureds used

---

[1] SIRR, 1978, p. 299-300

[2] Quoted from M. O'Callaghan, 1977, p. 104

[3] O'Callaghan, M., Namibia: the effects ..... 1977, p. 106.

[4] Ibid. p. 106

the same syllabuses as those used in Coloured schools in the Cape Province of South Africa and differed from those in White and African schools. The syllabus of the primary schools put emphasis on practical subjects and the pupils' environment [1]. Afrikaans, their home language, remained the medium of instruction. White schools used the same syllabuses as those used in South Africa. The media of instruction were Afrikaans, English and German.

However, the Education Ordinance No. 27/1962 [2] brought changes in the Namibian education. Concerning African education the Ordinance provided for the discontinuation of mission or church involvement in educational activities; it provided for government subsidies to African schools; it provided for the administrator to appoint an advisory board for African education and for the establishment of a Bureau of African languages in order to develop them as written languages and teaching media. Furthermore, the Ordinance provided for "active participation by native population in the control and management of state native schools and native community schools" [3]. Such provision existed already for Coloured and White communities. The Ordinance also authorized the Administrator to make different regulations "in respect of different teachers of different groups, classes or races, or in respect of different schools or areas" [4]. This different treatment of races was similar to that implemented in South Africa. Hence, by setting down the powers of the Administrator in relation to the different types of teachers and different types of schools, the Government Notice No. 116 Ordinance constituted a last step in the introduction of a formal system of Apartheid education into Namibia, based on the South African Bantu Education Act No. 47 of 1953.

No doubt the educational development in Namibia is a reflection of the laws of Apartheid and its ideology. It is therefore, imperative that a diagnostic analysis of the educational system be carried out in order to determine the imbalances in the educational opportunities. This will be the subject of the next section.

---

[1] SIRR, 1978, p. 324

[2] Report of the Commission of Enquiry into South West Africa op. cit. p. 221 Official Gazette, op. cit. p. 882.

[3] O'Callaghan, M., 1977, p. 113.

[4] Official Gazette, op. cit., p. 917, quoted by M. O'Callaghan, 1977, p. 114.

III. THE EDUCATIONAL SYSTEM

Even until 1960, the educational system in Namibia was inadequate and very inappropriate to the needs and aspirations of the Territory's Non-White inhabitants, especially Africans. Education not only was developed very little but was limited mainly to primary level and was operating on racial basis/ines. In 1962, however, the South African government made initial efforts to expand Non-White enrolment in schools. This was dictated by the pressure from African political organisations, such as SWAPO, which demanded for an urgent improvement of Non-White education. Thus, the discussion below will highlight to what extent education in Namibia has developed since 1962.

1. Administration and structure

Education in Namibia, as in South Africa, is organised on a differentiated racial basis. There are thus three main and separately administered educational systems for Africans, Coloureds and Whites respectively. All three education systems have the same academic year which follows the calendar year and hold all major examinations in November-December. However, the official policy of Apartheid allows very little contact between the systems so that each system operates its own pattern of terms and vacations.

- Structure

The educational structure until 1975 [1/] comprised 12 years of primary and secondary schooling for Whites and Coloureds, and 13 years schooling for Africans [2/]. The first two years for all racial groups were called sub-Standard A and B. For the Whites and Coloureds the remaining years of schooling were called Standard 1 through 10 and for Africans these were called Standard 1 through 6 and Form 1 through Form V. The primary school course for all racial groups lasted 8 years divided into two stages: the Lower Primary (with sub-Standard A through Standard 2) and the Higher Primary (with Standard 3 through 6). For Whites and Coloureds the secondary school course lasted 4 years and

---

[1/] Standard 6 was abolished in 1975, reducing the school programme for Africans to 12 years.

[2/] South West Africa Survey 1974, p. 63.

for Africans 5 years. The course was also divided into two stages for all races: the junior secondary (Standard 7 through 8 for Whites and Coloureds, Form I through Form III for Africans) and the senior secondary (Standard 9 and 10 for Whites and Coloureds, Form IV and V for Africans), leading to senior certificate or matriculation, (see Diagram 1). The "official" admission age is between $5\frac{1}{2}$ and 6 years for all racial groups. Education is compulsory until the age of 16 for Whites, 14 for Coloureds, but it is not compulsory for Africans.

The educational system also provided both pre-tertiary and tertiary technical and vocational training for Whites and Coloureds and pre-tertiary vocational and technical training for Africans. It also provided teacher training, nurses' training and university education (in South Africa) courses separately for each racial group.

All three educational systems, apart from some vocational courses for Africans at secondary level, provided a primary and secondary education which is academic-oriented. Promotion from one level of education to another is governed by a rigid and competitive examination system. Moreover, the systems do not permit graduates from technical and vocational schools and from teacher training colleges to re-enter the educational system in order to pursue further and higher studies.

- Administration

The educational systems for Whites, Coloureds and Africans in Namibia are administered separately by different departments of education under the Central Administration of South Africa. There exists, however, no joint co-ordination body for, or sufficient co-ordination among, these departments of education (see Diagram 2 about the organisational structure of education in South Africa).

At present, the education for Whites (which is integrated into that of Whites in South Africa) is administered by the Department of National Education and also the "provincial" department of education in Namibia. The Department of National Education is responsible among others for the financing of higher education and for conducting examinations. Whites control all their education and, although no legislation on education can be passed without the approval of the South African Minister, they administer and organise their own education as they find it suitable. At the local level there is a network of advisory school boards for school districts and a system of "individual school committees" elected by parents. Teacher recruitment remains, however, the sole responsibility of the education authority [1].

Prior to 1963 all Coloureds' education (except university) was controlled by the South West African Administration. However, Act 47 of 1963 [2] transferred the control of education to the Division of Education within the Department of Coloured Affairs as and from 1969, but the ultimate control over finance remains the responsibility of the South African Minister of Coloured Affairs.

---

[1] The British Council, Education Profile: South Africa, London: 1979, p. 35.

[2] SIRR, Laws Affecting race relations in South Africa (to the end of 1976, Johannesburg, 1978, p. 327.

Approx. Age (Years)	Duration (Years)	Standard (Std.)	Whites	Coloureds		Approx.Age (Years)	Duration (Years)	Standard	Africans
17	12	Std.10	Senior	Senior		18	13	Form V	Senior
16	11	Std. 9	Secondary	Secondary		17	12	Form IV	Secondary
15	10	Std. 8	Junior	Junior		16	11	Form III	Junior
14	9	Std. 7	Secondary	Secondary		15 14	10 9	Form II Form I	Secondary
13	8	Std. 6	Higher	Higher		13	8	Std. 6	Higher
12	7	Std. 5	Primary	Primary		12	7	Std. 5	Primary
11	6	Std. 4	Level	Level		11	6	Std. 4	Level
10	5	Std. 3				10	5	Std. 3	
9	4	Std. 2	Lower	Lower		9	4	Std. 2	Lower
8	3	Std. 1	Primary	Primary		8	3	Std. 1	Primary
7	2	Sub-Std.B	Level	Level		7	2	Sub-Std.B	Level
6	1	Sub-Std.A				6	1	Sub-Std.A	

Diagram 1 : The Structure of Primary and Secondary education until 1974/75. Designed on the basis of the information the Bantu Education Journal (official publication) and from M. O'Callaghan's book: Namibia - the effects of apartheid on culture and education; and on "South Africa" issued by the British Council, London: September 1979.

DEPARTMENT OF EDUCATION AND TRAINING

Headquarters Organisation

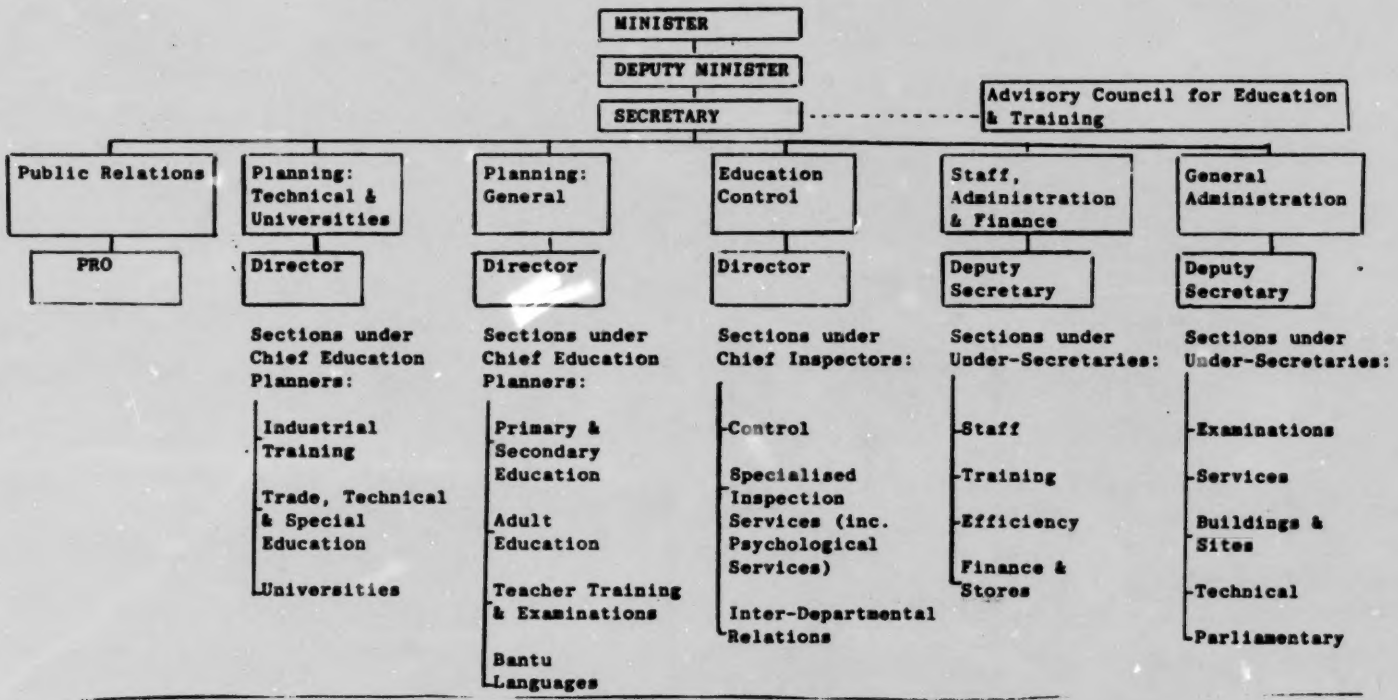


Diagram 2 : The Organisational Structure of Education in South Africa and Namibia.
This structure is shared by all the racially based educational systems and "it is followed also, on a much smaller scale, by the 'homeland' governement". Quoted and taken from "South Africa" issued by the British Council, london: September 1979, p. 33.

The Administration maintains an examination board and an education bureau for research. It is advised by an Education Council. At the local level nearly all schools have school committees and boards which generally play an advisory rôle. Some members of these committees or boards are elected by the parents or appointed by the Minister.

African education is administered by the Department of Education and Training (formerly the Department of Bantu Education). The Department has direct control over all African education with respect to planning, syllabuses, examinations, standard of education, etc. and is assisted by an all-White senior staff. There is an exception, however, that "as (African) legislative assemblees were (being) created in certain areas the administration of schools was delegated to these assemblies"[1/] But each "homeland" education department, although it has its own education advisory council, also has at least a South African White advisor on secondment[2/]. At the local level there are community school committees and school boards. Representatives of the parents and tribal authorities are either appointed by the education authority or elected by the parents. In practice, however, many schools lack parent participation because they are uneducated and, thus, lack awareness and motivation.

2. Schools

- Growth and distribution of schools

Prior to 1962 government efforts to expand education in Namibia were minimal. However, the period 1962-1976 experienced considerable development that the total number of schools in the country increased to 917 in 1976 at an annual average growth rate of 5.45 per cent (see Figure 1).

On regional bases the Northern sector recorded a faster rate of increase (7.98%) in the number of schools than the Southern sector (2.18%) leading to more schools being located in the former in 1974 (Table 13). However, measuring the distribution of educational opportunities by the criterion of the size of population served by a school, the Southern sector appears to have lost its historically privileged position with 3 schools for each 1,000 school age people in 1962, compared with 2 schools in 1974. The Northern sector which was less privileged before has now 3 schools on average for 1,000 school age population in 1974, as compared to 2 schools in 1962. The national average is 3 schools per 1,000 school age population in 1974 (Table 14). Proportionally, such development favoured the Southern sector more than the Northern sector which accommodates more than half of Namibia's total population. On a racial basis, as shown in Figure 1 the number of Coloured schools have increased at the fastest rate, (7.26%) followed by Africans (4.82%) and Whites (1.48%) during the period 1962-1976. This has led to most of the schools being made available for Africans. However, when the number of schools serving each racial group is considered, the Whites come out top with 4 schools for each 1,000 school age population throughout the period, followed by Coloureds with 4 schools (2 schools in 1962) and by Africans with 2 schools per 1,000 school age population. Whereas the Coloureds have reached the level of Whites the Africans remain the least privileged group. African schools are usually not fully utilized because they are inaccessible due

1/ SIRR, Laws Affecting Race Relations in South Africa (to the end of 1976) op. cit. p. 304.

2/ British Council, Education Profile: South Africa op. cit.

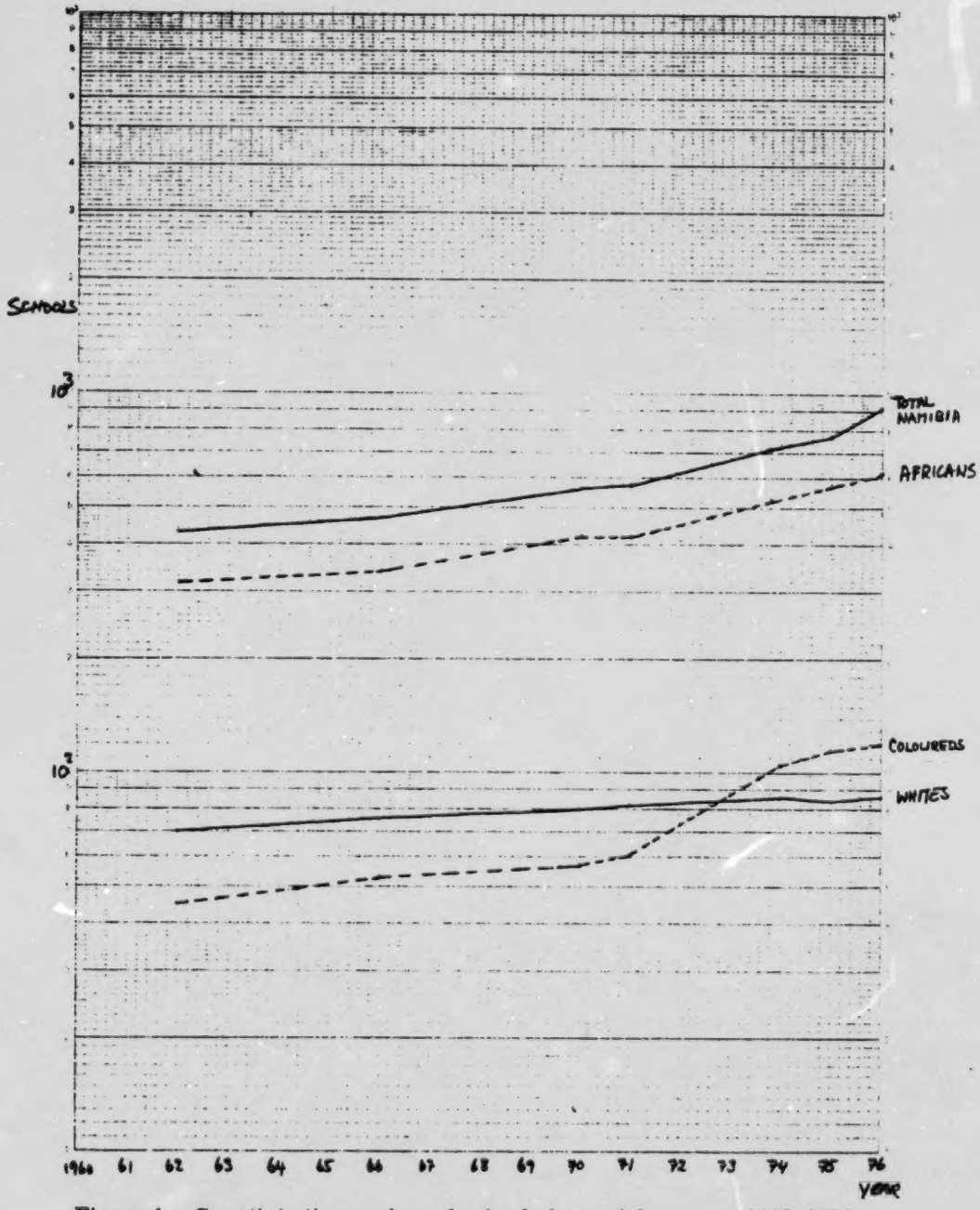


Figure 1. Growth in the number of schools by racial groups, 1962-1976.

Table 13. Number and distribution of schools by sectors and racial groups, 1962-1976

Year	Northern Sector		Southern Sector		Africans		Coloureds		Total Non-Whites		Whites		Total Namibia
		%		%		%		%		%		%	
1962	212	49.2	219	50.8	316	73.3	45	10.4	361	83.8	70	16.2	431
1966	245	52.2	224	47.8	339	72.3	53	11.3	392	83.6	77	16.4	469
1970	330	59.0	229	41.0	422	75.5	57	10.2	479	85.7	80	14.3	559
1971	349	61.6	218	38.4	423	74.6	61	10.8	484	85.4	83	14.6	567
1974	442	61.6	275	38.4	525	73.2	106	14.8	631	88.0	86	12.0	717
1975	483	62.9	285	37.1	571	74.3	113	14.7	684	89.1	84	10.9	768
1976	621	67.7	296	32.3	611	66.6	120	13.1	731	79.7	86	9.4	917
Annual average growth rate %	7.98		2.18		4.82		7.26		5.17		1.48		5.54

Source: 1962 Report of the Commission of Enquiry into South West Africa Affairs, pp. 223-227; South West Africa Survey 1967, pp. 119-120; South West Africa Survey 1974.
1967-70 South West Africa Administration, White Paper on the Activities of the Different Branches; for 1971, p. 30; for 1974.
1970-76 Bantu Education Journal Vol. XVII, No. 10, December 1971; Vol. XIX, No. 6, August 1973; Vol. XX, No. 2, March 1974; Vol. XXI, No. 3, April 1975; Vol. XXII, No. 2, March 1976; Vol. XXIII, No. 2, March 1977; Bantu Education Journal Vol. XIX, No. 3, April 1973; Vol. XX. No. 1, February 1974; Vol. XXIII, No. 1, February 1977.
SIRR, A Survey of Race Relations in South Africa, 1977, February 1978, pp. 468; ILO Labour and Discrimination in Namibia, 1977, pp. 44-45.

Table 14. Number of schools per thousand school age population [1] by sectors and racial groups, 1962-1976.

Year	Northern Sector	Southern Sector	Africans	Coloureds	Total Non-Whites	Whites	Total Namibia
	%	%	%	%	%	%	%
1962	2.19	2.93	2.35	2.33	2.35	3.92	2.51
1966	2.15	2.63	2.14	2.46	2.19	3.97	2.36
1970	2.47	2.34	2.28	2.32	2.28	3.79	2.41
1971	2.49	2.15	2.17	2.40	2.20	3.85	2.64
1974	2.78	2.42	2.38	3.70	2.53	3.75	2.63
1975	2.92	2.41	2.48	3.78	2.63	3.58	2.70
1976	3.60	2.41	2.54	3.85	2.69	3.59	3.10

[1] Calculated as $\frac{\text{Total number of schools}}{\text{Total school age population}} \times 1\,000$.

Source: as for Table 13

to long distances children have to walk, and due to lack of parent-teacher contact. Consequently, pupil dropout becomes the main characteristic of African education. Undoubtedly, the present unequal distribution of schools among races does limit the participation of the majority of Africans in education thus preventing the achievement of equity in social and regional development of the country as a whole.

- Average number of pupils per school

The average number of pupils per school (Fig. 2) varies from 224 in the Northern sector to 258 in the Southern sector, with a "national" average of 237, an increase of 73 pupils per school in 1974 as Table 15 shows. The range of variation has increased from 25 to 34 since 1962, indicating that schools in the Northern sector remain smaller than those in the Southern sector. On a racial basis, the average number of pupils per school varies from 214 from Coloureds to 238 for Africans and to 261 for Whites in 1974. The average increased among all races, but it remained very low in African schools. Comparatively, only few schools are made available to African children. Thus, they are left without a place in school. This reflects another discriminatory feature in the present Namibian education where the provision of better and sufficient school facilities is determined by the racial group one belongs to.

3. Enrolment

- Growth of enrolment

The growth in the overall enrolment achieved during the period 1962-1976 has been remarkable (see Fig. 3). In the country as a whole enrolment increased to 191,402 in 1976 at an annual average growth rate of 7.39 per cent. Unfortunately, differences in growth rates in the expansion of

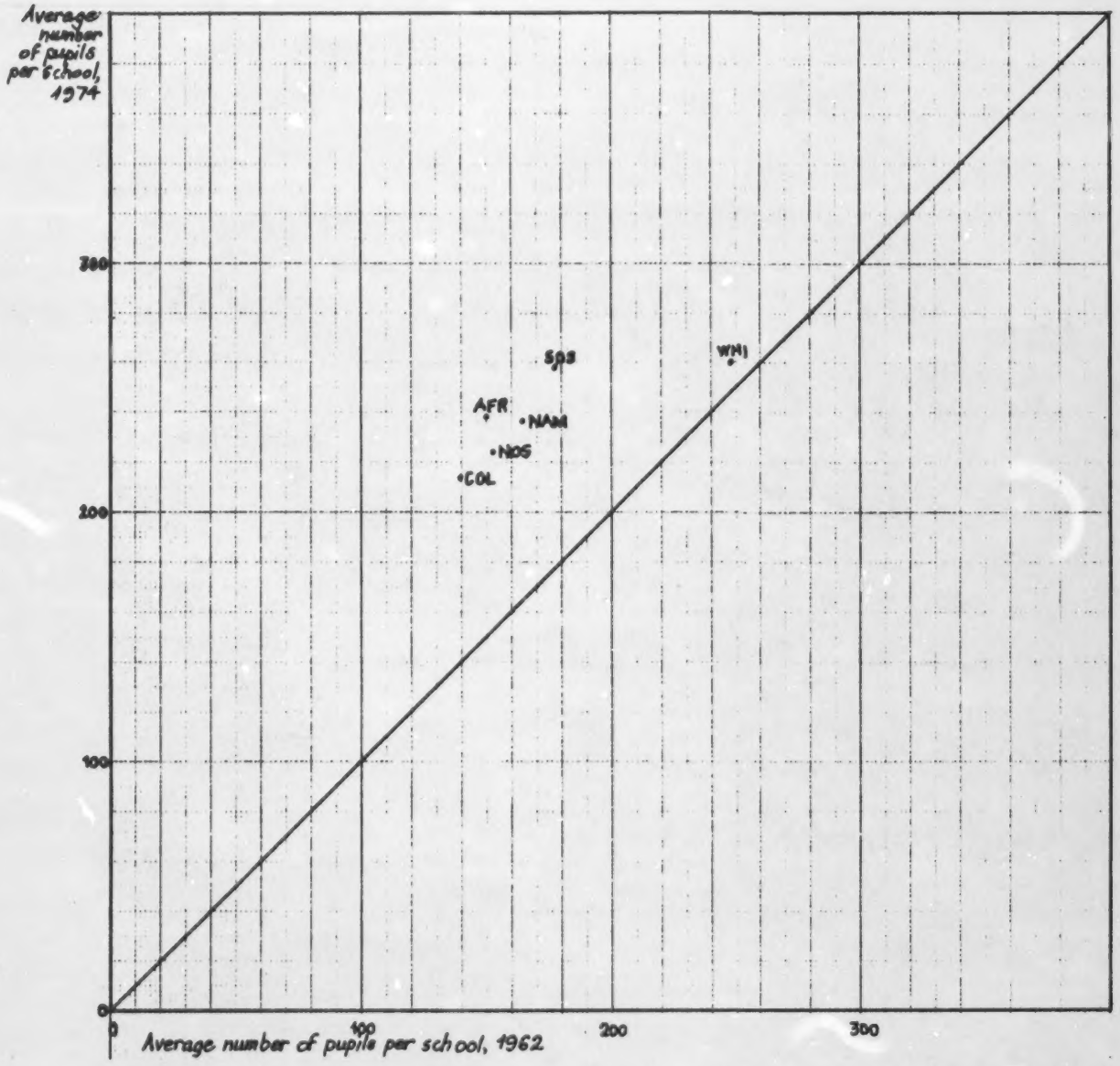


Figure 2. Average number of pupils per school by sectors and racial groups, 1962, 1974.

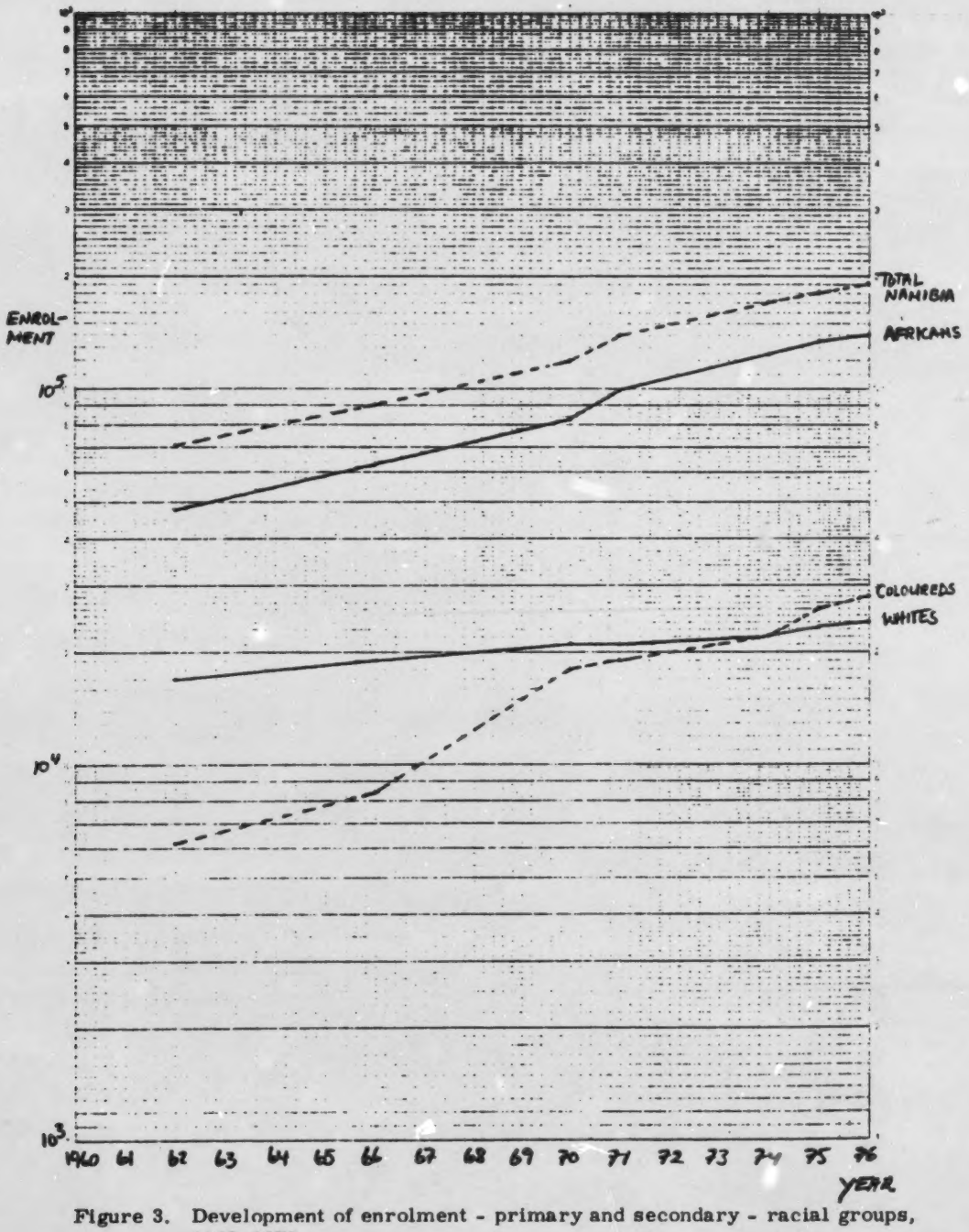


Figure 3. Development of enrolment - primary and secondary - racial groups, 1962-1976.

Table 15. Average number of pupils per school by Sector and Racial Groups, 1962-1976.

Year	Northern Sector	Southern Sector	Africans	Coloureds	Total Non-Whites	Whites	Total Namibia
1962	151	176	149	139	148	247	164
1966	180	206	166	159	182	244	192
1970	190	253	195	309	209	258	216
1971	222	284	234	314	244	255	246
1974	224	258	238	214	234	261	237
1975	217	273	234	259	233	280	238
1976	175	280	228	230	229	281	220

Source: As for table 13.

education exist between regions and among racial groups. Enrolment growth in the Northern sector increased faster (9.10%) than in the Southern sector (5.63%), but this increase has been unsatisfactory, especially in the Northern sector which has a larger school age population and started from a comparatively lower base than the Southern sector. Among the racial groups, Coloureds experienced the highest growth rate (11.22%) in the total school enrolment. In spite of the lowest rate of increase (2.44%) in the total school enrolment, Whites have comparatively experienced the highest gross enrolment ratio throughout the period. In the case of Africans, years of neglect of their education and the halting and delayed efforts by the government give the impression of higher growth rates of their enrolment (8.08%), but it does not anywhere reach the White levels and in many other ways the segregation and discrimination is hightened.

Similar pattern of enrolment development is seen in total primary and in lower primary education (Figure 4). In higher primary, however, enrolment in both Northern and Southern sectors increased faster than in lower primary (Figures 5 and 6). By races, African enrolment grew fastest, followed by Coloureds and Whites. At secondary level, enrolment in the Northern sector, both levels of education totally grew at a faster rate than in the Southern sector (Figures 7-9). By races, Africans experienced the fastest rate of increase, while the Whites had the lowest. Similar was the pattern of development at junior and senior secondary levels. It is interesting to note, however, that White enrolment in senior secondary experienced a growth rate higher than in junior secondary, while for Africans and Coloureds it was the opposite. This is in line with apartheid laws which limit African education mainly to primary level, but ensuring that every possible hurdle was placed in the way of the Africans receiving higher education. Hence Africans are limited to mainly semi-skilled jobs. The reason for this is the fear among Whites that any higher education for Africans would likely lead to them entering into competition with Whites in as far as employment opportunities are concerned.

Growth in African enrolment has unfortunately not been matched by a corresponding growth in administrative and support services as it has been the case among Whites and to some extent

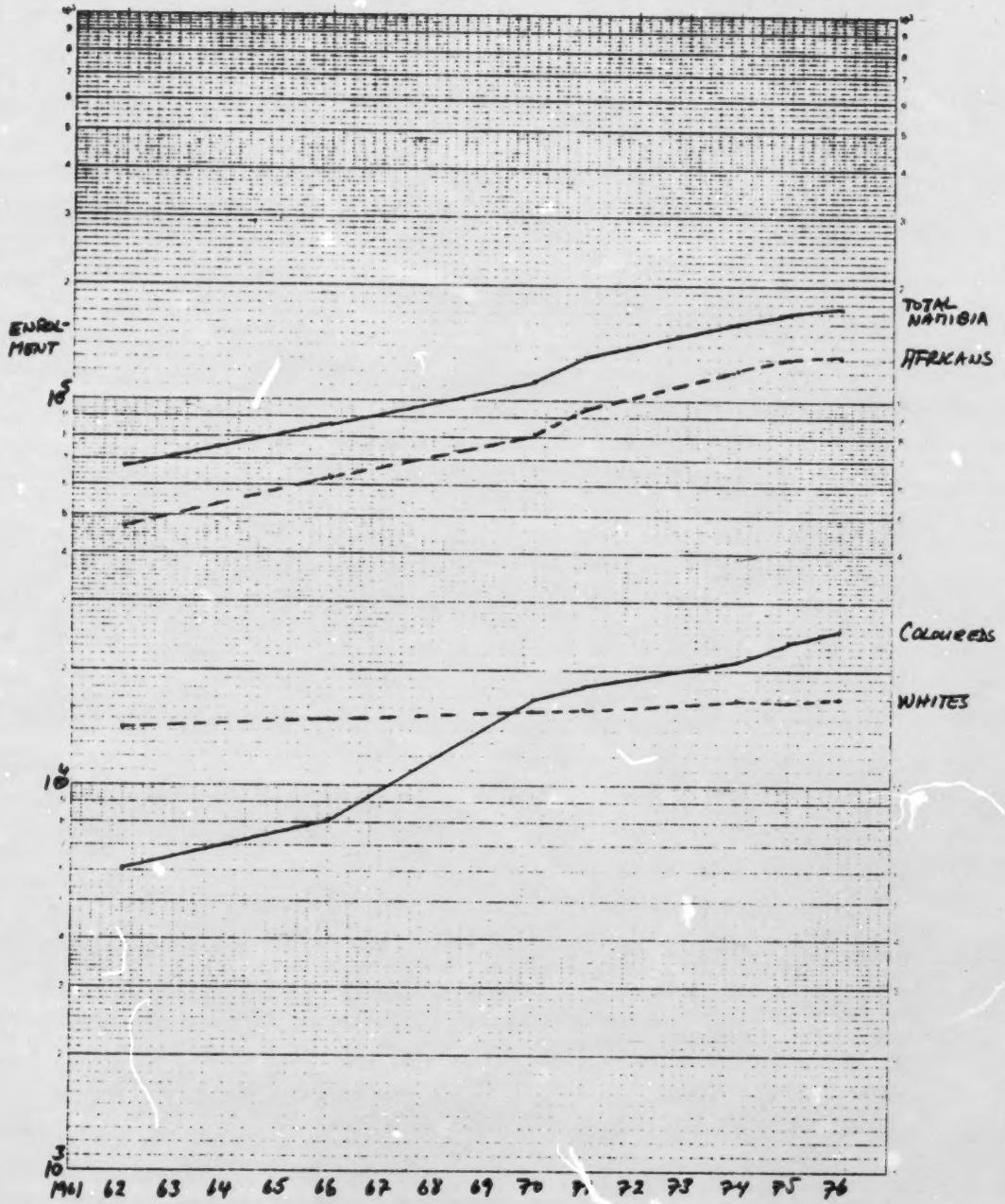


Figure 4. Growth of enrolment in primary education by racial groups, 1962-1976.

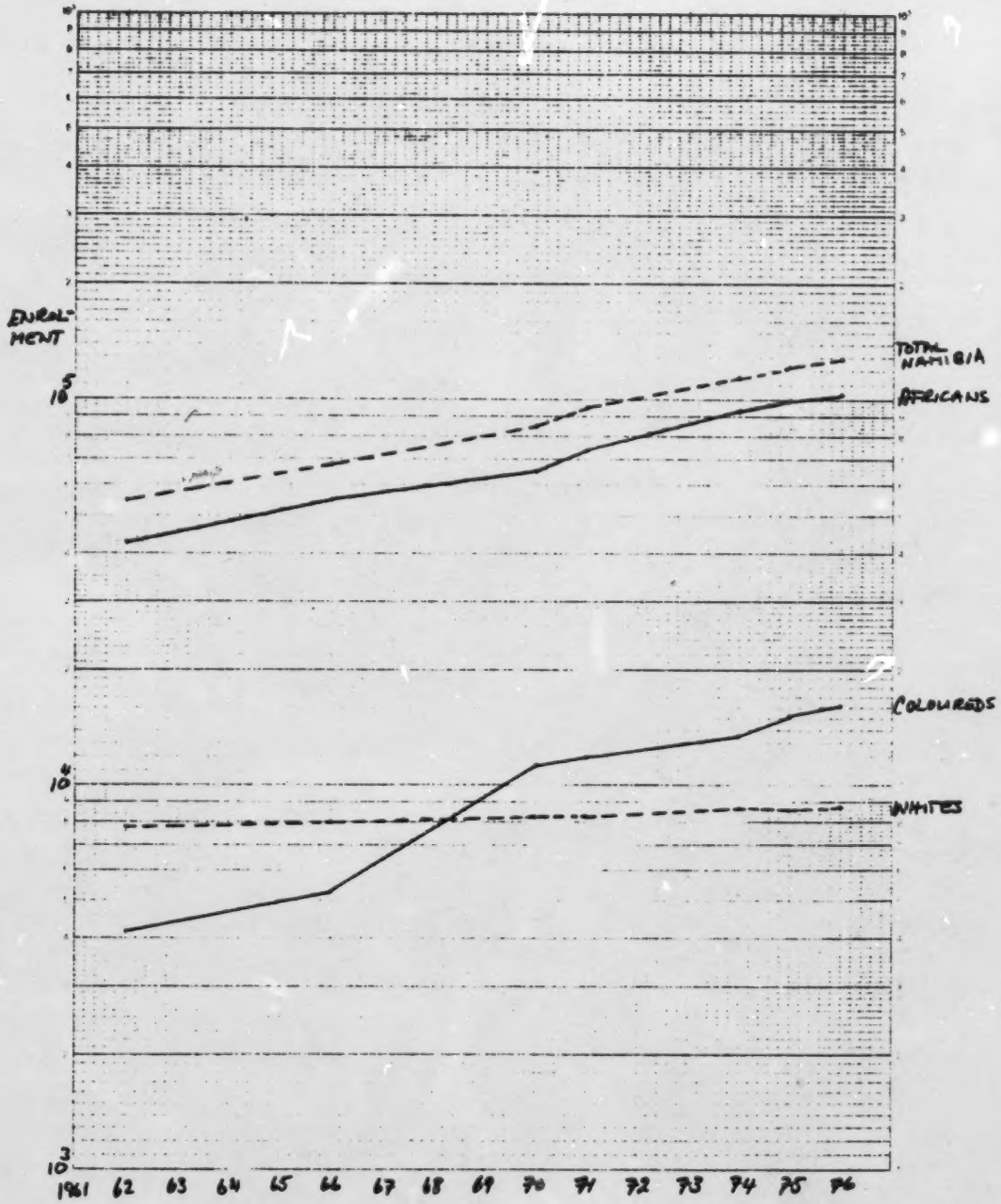


Figure 5. Growth of enrolment in lower primary by racial groups, 1962-1976.

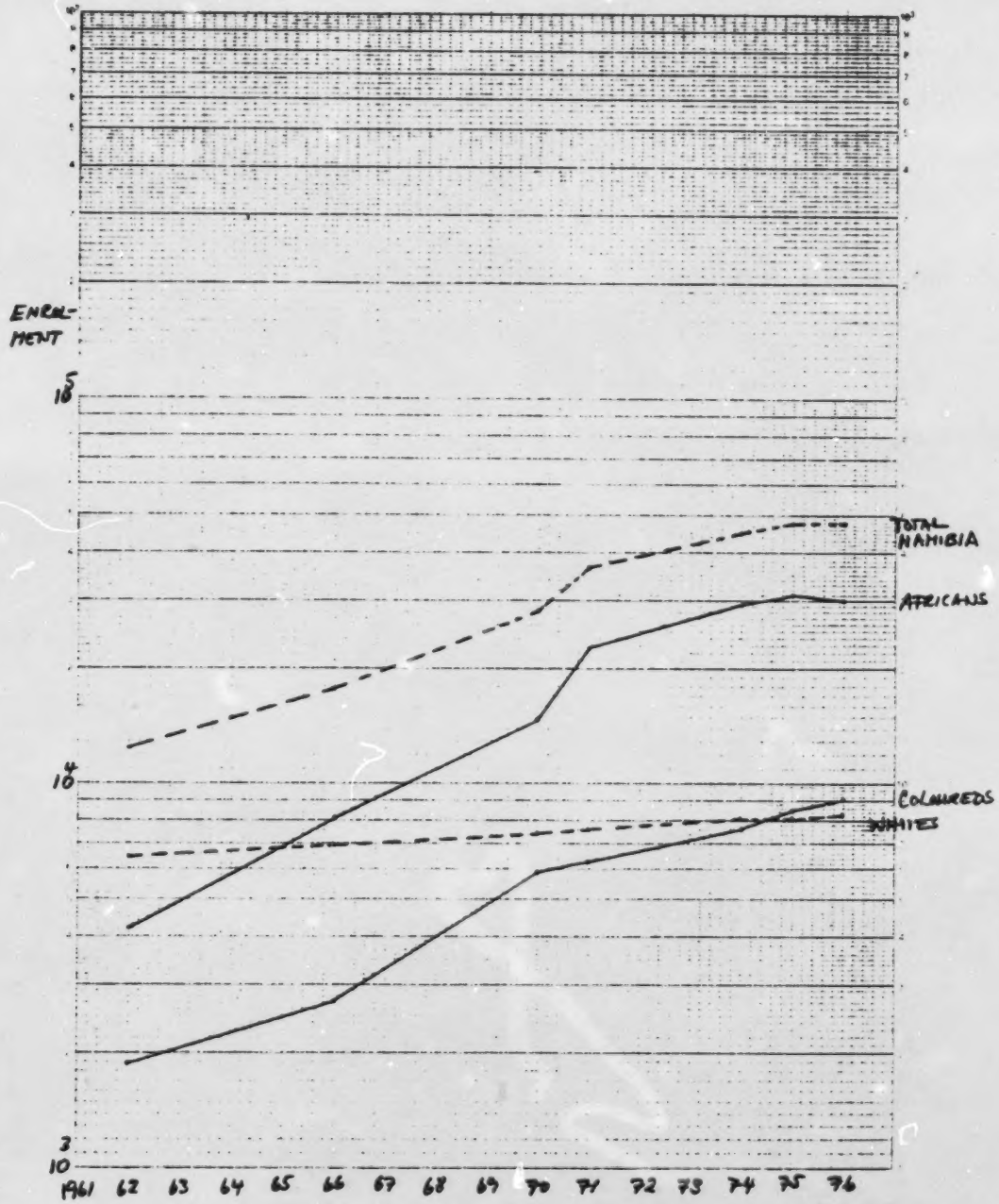


Figure 6. Growth of enrolment in higher primary by racial groups, 1962-1976.

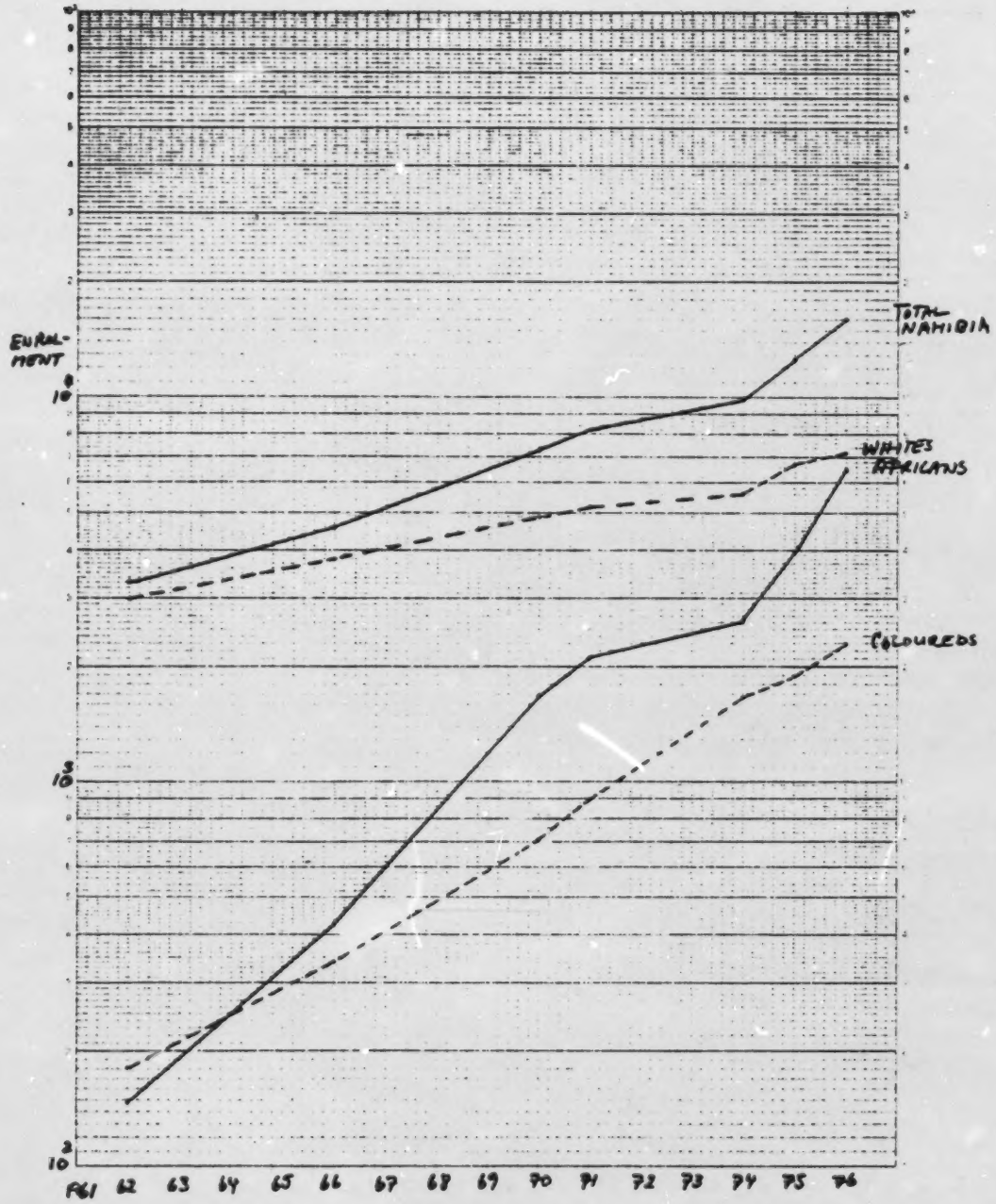


Figure 7. Growth of enrolment in secondary education by racial groups, 1962-1976.

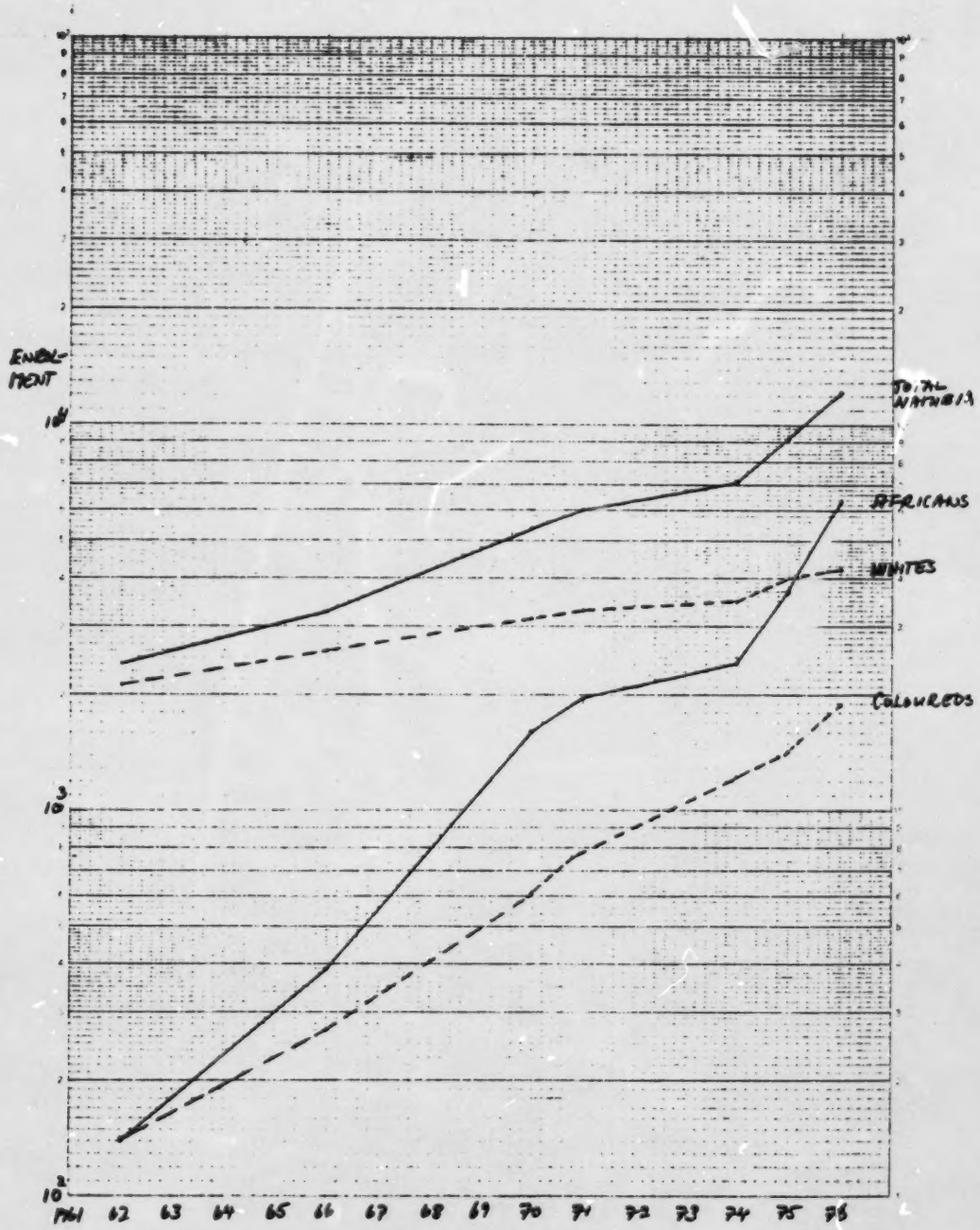


Figure 8. Growth of enrolment in junior secondary by racial groups, 1962-1976.

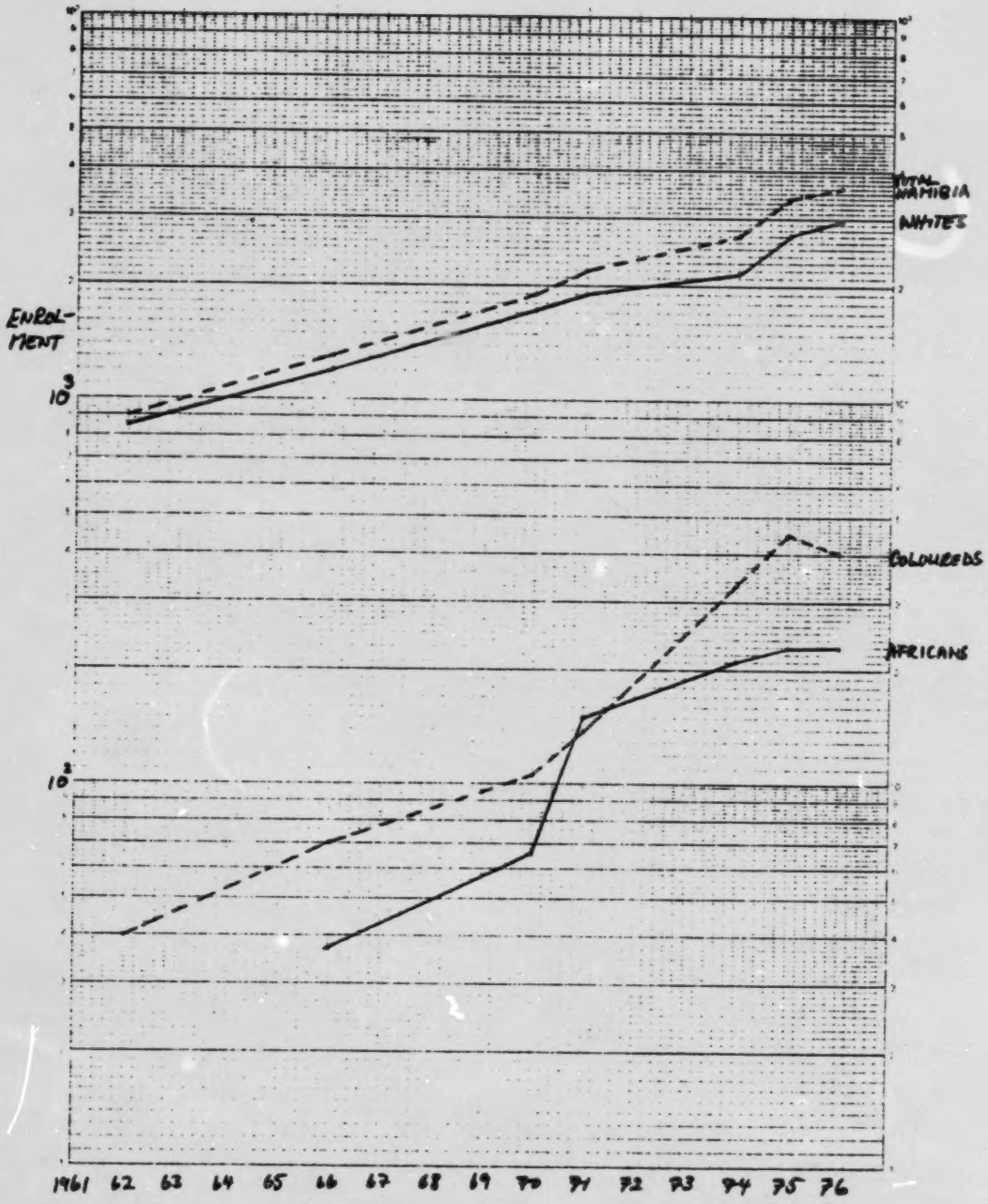


Figure 9. Growth of enrolment in senior secondary by racial groups, 1962-1976.

among Coloureds. Moreover, the expansion in quantitative terms appears to have decreased the overall internal efficiency of the African education system as measured by the average number of pupils per teacher, (43 for Africans, 26 for Coloureds, and 17 for Whites in 1974) and by the average number of pupils per school, as well as measured by teacher qualifications to be discussed later.

- Distribution of enrolment

The proportion of total population attending primary and secondary schools varies from region to region within the range of 45.5 per cent to 54.5 per cent in 1962 (Table 16). In 1974, the proportion varied from 41.7 per cent to 58.3 per cent. The range of variations increased from 9.0 per cent to 16.6 per cent during the period. The increase in the Southern sector with a maximum proportion has been surpassed by the increase in the Northern sector with the minimum proportion. At all levels of education the Northern sector has increased its participation rate, while that of the Southern sector has decreased. This indicates a reduction of disparity in the participation rate between regions. However, this development remains unsatisfactory considering the fact that the Northern sector has more than half of the total population in Namibia.

Among races, the respective proportion/share of school age population for Whites and Coloureds has been decreasing since 1962: from 10.4 per cent and 11.3 per cent in 1962 to 8.4 per cent and 10.5 per cent in 1974. The share of African school age population increased from 78.3 per cent to 81.1 per cent. In 1974, the proportion of White enrolment in total school enrolment was 13.2 per cent; this compared with 13.3 per cent for Coloureds and 73.5 per cent for Africans (Table 16). This indicates a widening of disparity in the participation rate among the races, Whites being the most favoured, followed by Coloured and Africans.

At the primary level, the Southern sector has lost its first rank to the Northern sector which now has a larger share of primary enrolment than the former. Among races, both Africans and Coloured have improved their respective proportion in total primary enrolment (Table 17). The declining trend in White enrolment is nothing but a reflection of a similar trend in the White population. The pattern of development at lower and higher primary education is much the same (Tables 18-19). However, the proportion of African enrolment was lower in higher primary than in lower primary education, a similar situation is repeated at secondary level (Table 20), with the Northern sector increasing its share and with both Africans and Colovreds improving their share in both junior and senior secondary (Tables 21-22). However Whites have continued to have the largest proportion of secondary enrolment, totally as well as at both levels of secondary education. The fact that Africans have a larger proportion of the corresponding school age population leads to the conclusion that there exist inequalities in the distribution of educational opportunities, and these increase with the increase in the level of education.

The analysis of both the growth and distribution of school enrolment in Namibia lead us to conclude that the educational system in the country, which is mainly primary, is not adequate enough to meet the needs of the majority of the population. The present education system is most favourable to Whites and least favourable to Africans.

Table 16. Growth and distribution of enrolment in primary and secondary education by sectors and racial groups, 1962-1976.

Year	Northern Sector		Southern Sector		Africans		Coloureds		Total Non-Whites		Whites		Total Namibia
		%		%		%		%		%		%	
1962	32 083	45.5	38 465	54.5	47 056	66.7	6 235	8.8	53 291	75.5	17 257	24.5	70 548
1966	44 149	48.9	46 109	51.1	63 066	69.9	8 404	9.3	71 470	79.2	18 788	20.8	90 258
1970	62 583	51.9	58 041	48.1	82 390	68.3	17 608	14.6	99 998	82.9	20 626	17.1	120 624
1971	77 488	55.6	61 886	44.4	99 106	71.1	19 126	13.7	118 232	84.8	21 142	15.2	139 374
1974	99 184	58.3	71 018	41.7	125 070	73.5	22 707	13.3	147 777	86.8	22 425	13.2	170 202
1975	104 788	57.3	78 134	42.7	133 892	73.2	25 524	13.9	159 416	87.1	23 506	12.9	182 922
1976	108 614	56.7	82 788	43.3	139 602	73.0	27 618	14.4	167 220	87.4	24 182	12.6	191 402
Average annual growth rate %	9.10		5.63		8.08		11.22		8.51		2.44		7.39

Sources: 1962, Report of the Commission of Enquiry into South West African Affairs, 1962-63, pp. 233-239; 1970-76, Bantu Education Journal, Vol. XVII, No. 10, December 1971; Vol. XIX, No. 3, April 1973; Vol. XX, No. 3, April 1974; Vol. XXI, No. 4, May 1975; Vol. XXII, No. 4, May 1976; Vol. XXIII, No. 6, August 1977. South African Institute of Race Relations, January 1976, p. 231; February 1978, p. 491. Thomas, W. H., Economic Development in Namibia 1978. 1971, 1974 Data about Coloured Relations and Rehaboth Affairs, Annual Report for the Period of 1 April 1972 to 31 March 1973 (Pretoria 1974); Republic of South Africa, Department of Coloured, Rehoboth and Nama Relations, Annual Report for the period 1 April 1974 to 31 March 1975 (Pretoria 1975).
1970, Whites: South West Africa Administration, White Paper on the activities of the different branches for 1974.

Table 17. Growth and distribution of enrolment in primary education by sectors and racial groups, 1962-1976.

Year	Northern Sector		Southern Sector		Africans		Coloureds		Total Non-Whites		Whites		Total Namibia
		%		%		%		%		%		%	
1962	32 018	47.63	35 207	52.37	46 909	69.78	6 054	9.01	52 963	78.78	14 262	21.22	67 225
1966	43 938	51.28	41 740	48.72	62 640	73.11	8 064	9.41	70 704	82.52	14 974	17.48	85 678
1970	61 733	54.47	51 608	45.53	80 709	71.21	16 897	14.91	97 606	86.12	15 735	13.88	113 341
1971	76 429	58.27	54 728	41.73	96 996	73.95	18 230	13.90	115 226	87.85	15 931	12.15	131 157
1974	97 555	60.83	62 815	39.17	122 438	76.35	21 138	13.18	143 576	89.53	16 794	10.47	160 370
1975	102 701	60.30	67 616	39.70	129 927	76.29	23 631	13.87	153 558	90.16	16 759	9.84	170 317
1976	104 460	59.56	70 923	40.44	133 085	75.88	25 323	14.44	158 408	90.32	16 975	9.68	175 383
Average annual growth rate %	8.81		5.13		7.73		10.76		8.14		1.25		7.09

Source: As for Table 16.

Table 18. Growth and distribution of enrolment in lower primary education by sector and racial groups 1962-1976

Year	Northern Sector		Southern Sector		Africans		Coloureds		Total Non-Whites		Whites		Total Namibia
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1962	29 838	54.6	24 795	45.4	42 686	78.1	4 176	7.6	46 862	85.8	7 771	14.2	54 633
1966	39 659	58.4	28 234	41.6	54 527	80.3	5 344	7.9	59 871	88.2	8 022	11.8	67 893
1970	52 918	62.2	32 185	37.8	65 775	77.3	11 045	13.0	76 820	90.3	8 283	9.7	85 103
1971	60 417	63.8	34 245	36.2	74 410	78.6	11 903	12.6	86 313	91.2	8 349	8.8	94 662
1974	75 907	65.9	39 322	34.1	93 006	80.7	13 532	11.7	106 538	92.5	8 691	7.5	115 229
1975	80 079	65.3	42 630	34.7	98 926	80.6	15 160	12.4	114 086	93.0	8 623	7.0	122 709
1976	82 251	64.3	45 575	35.7	102 924	80.5	16 209	12.7	119 133	93.2	8 693	6.8	127 826
Average annual growth rate %	7.51		4.44		6.49		10.17		6.89		0.80		6.26

Source : As for Table 16.

Table 19. Growth and distribution of enrolment in higher primary education by sectors and racial groups, 1962-1976

Year	Northern Sector		Southern Sector		Africans		Coloureds		Total Non-Whites		Whites		Total Namibia
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1962	2 180	17.3	10 412	82.7	4 223	33.5	1 878	14.9	6 101	48.5	6 491	51.5	12 592
1966	4 279	24.1	13 506	75.9	8 113	45.6	2 720	15.3	10 833	60.9	6 952	39.1	17 785
1970	8 815	31.2	19 423	68.8	14 934	52.9	5 852	20.7	20 786	73.6	7 452	26.4	28 238
1971	16 012	43.9	20 483	56.1	22 586	61.9	6 327	17.3	28 913	79.2	7 582	20.8	36 495
1974	21 648	48.0	23 493	52.0	29 432	65.2	7 606	16.8	37 038	82.0	8 103	18.0	45 141
1975	22 622	47.5	24 986	52.5	31 001	65.1	8 471	17.8	39 472	82.9	8 136	17.1	47 608
1976	22 209	46.7	25 348	53.3	30 161	63.4	9 114	19.2	39 275	82.6	8 282	17.4	47 557
Average annual growth rate %	18.03		6.56		15.08		11.94		14.23		1.76		9.96

Source : As for Table 16.

Table 20. Growth and distribution of enrolment in secondary education by sectors and racial groups, 1962-1976

Year	Northern Sector		Southern Sector		Africans		Coloureds		Total Non-Whites		Whites		Total Namibia
		%		%		%		%		%		%	
1962	65	1.96	3 259	98.04	147	4.42	181	5.45	328	9.87	2 995	90.13	3 323
1966	211	4.61	4 369	95.40	426	9.30	340	7.42	766	16.72	3 814	83.28	4 580
1970	850	11.67	6 433	88.33	1 681	23.08	711	9.76	2 392	32.84	4 891	67.16	7 283
1971	1 059	12.89	7 158	87.11	2 110	25.68	896	10.90	3 006	36.06	5 211	63.42	8 217
1974	1 629	16.57	8 203	83.43	2 632	26.77	1 569	15.96	4 201	42.73	5 631	57.27	9 832
1975	2 087	16.56	10 518	83.44	3 965	31.46	1 893	15.02	5 858	46.47	6 747	53.53	12 605
1976	4 154	25.93	11 865	74.07	6 517	40.68	2 295	14.33	8 812	55.01	7 207	45.99	16 019
Average annual growth rate %	34.58		9.67		31.11		19.89		26.50		6.47		11.89

Source: As for Table 16

Table 21. Growth and distribution of enrolment in junior secondary education by sectors and racial groups, 1962-1976

Year	Northern Sector		Southern Sector		Africans		Coloureds		Total Non-Whites		Whites		Total Namibia
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1962	65	2.7	2 358	97.3	140	5.8	141	5.8	281	11.6	2 142	88.4	2 423
1966	191	5.9	3 066	94.1	389	11.9	270	8.3	659	20.2	2 598	79.8	3 257
1970	822	15.3	4 554	84.7	1 615	30.0	605	11.3	2 220	41.3	3 156	58.7	5 376
1971	1 000	16.6	5 031	83.4	1 960	32.5	757	12.6	2 717	45.1	3 314	54.9	6 031
1974	1 529	21.4	5 607	78.6	2 427	34.0	1 237	17.3	3 664	51.3	3 472	48.7	7 136
1975	1 990	21.6	7 225	78.4	3 738	40.6	1 441	15.6	5 179	56.2	4 036	43.8	9 215
1976	4 064	32.7	8 363	67.3	6 291	50.6	1 895	15.2	8 186	65.9	4 241	34.1	12 427
Average annual growth rate %	34.37		9.46		31.23		20.39		27.23		5.00		12.39

Source: As for Table 16

Table 22. Growth and distribution of enrolment in senior secondary education by sectors and racial groups 1962-1976.

Year	Northern Sector		Southern Sector		Africans		Coloureds		Total Non-Whites		Whites		Total Namibia
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1962	-	-	900	100.0	7	0.8	40	4.4	47	5.2	853	94.8	900
1966	20	1.5	1 303	98.5	37	2.8	70	5.3	107	8.1	1 216	91.9	1 323
1970	28	1.5	1 879	98.5	66	3.4	106	5.6	172	9.0	1 735	91.0	1 907
1971	59	2.7	2 127	97.3	150	6.8	139	6.4	289	13.2	1 897	86.8	2 186
1974	100	3.7	2 596	96.3	205	7.6	332	12.3	537	19.9	2 159	80.1	2 696
1975	97	2.9	3 293	97.1	227	6.7	452	13.3	679	20.0	2 711	80.0	3 390
1976	90	2.5	3 502	97.5	226	6.3	400	11.1	626	17.4	2 966	82.6	3 592
Average annual growth rate %	16.23		10.19		28.17		17.88		20.31		9.31		10.39

Source: As for Table 16

4. Inequality in educational opportunities

- Gross enrolment ratios

Despite a decrease, the gross enrolment ratio (GER) for Whites in primary education has been higher than for Coloured which in turn has been higher than for Africans (Figure 10). The pattern of development is similar in higher primary (Figure 12) but in lower primary the highest GER has been recorded among Coloureds and the lowest among Whites (Figure 11). At secondary level, the GER for Whites, totally and at both junior and senior secondary levels, has not only increased but has also been the highest, followed by Coloureds and Africans (Figures 13-14). This indicates that all White school going population were in schools at both levels of primary during the period 1962-1974. Except for higher primary, Coloureds have since 1970 also reached full enrolment. For Africans full enrolment seems also to have been achieved at lower primary. However, this is not the case in the real situation. Although none of the three racial groups has achieved full enrolment at both levels of secondary education, Whites have had more students than Coloureds who in turn are more represented than Africans. This leads us to conclude that there exist inequalities in the distribution of educational opportunities among races. This development reflects the policy of apartheid which discriminates Non-Whites, especially Africans, in the distribution of both physical and human school facilities.

- Intake ratios

Inequalities in the distribution of educational facilities among races are also reflected in the gross intake ratios (Figure 15 and Table 23). The over 100 per cent intake ratios among all racial groups are doubtless, attributable to over-reporting and to the presence in the system of both underaged and overaged students. However, the fact that Whites have a more stable socio-economic system and a more stable supply of school facilities than Coloureds and Africans have led to a conclusion that their education system has a higher intake capacity than those of Coloureds and Africans. But it is also the fact that many White families send their children to school before the age of six. In the case of Africans the high intake is attributable to the fact that many children turn up for registration because it is "modern" to go to school. Many withdraw gradually due to long distances, as well as sociological factors. Since the "drop-outs"keep on re-entering the educational system year after year, the intake ratios continue not only to be high but also to increase.

- Representation index

The analysis of educational opportunities for the different racial groups, measured by the criterion of "Representation Index" and as compared to the "national" average has revealed that both Whites and Coloureds are over-represented in school education (Figure 16). A similar situation is found at primary school level (Figure 17). In secondary education, however, both Africans and Coloureds are under-represented, while Whites are over-represented (Figure 18). This means that Whites have the highest participation in education at all levels, followed by Coloureds and Africans. Their chances to enter secondary education are much greater than Coloureds who in turn have better chances than Africans. (Figure 19) This indicates that discrimination in educational opportunities tends to increase with the increase in the level of education (See Tables 24 and 25).

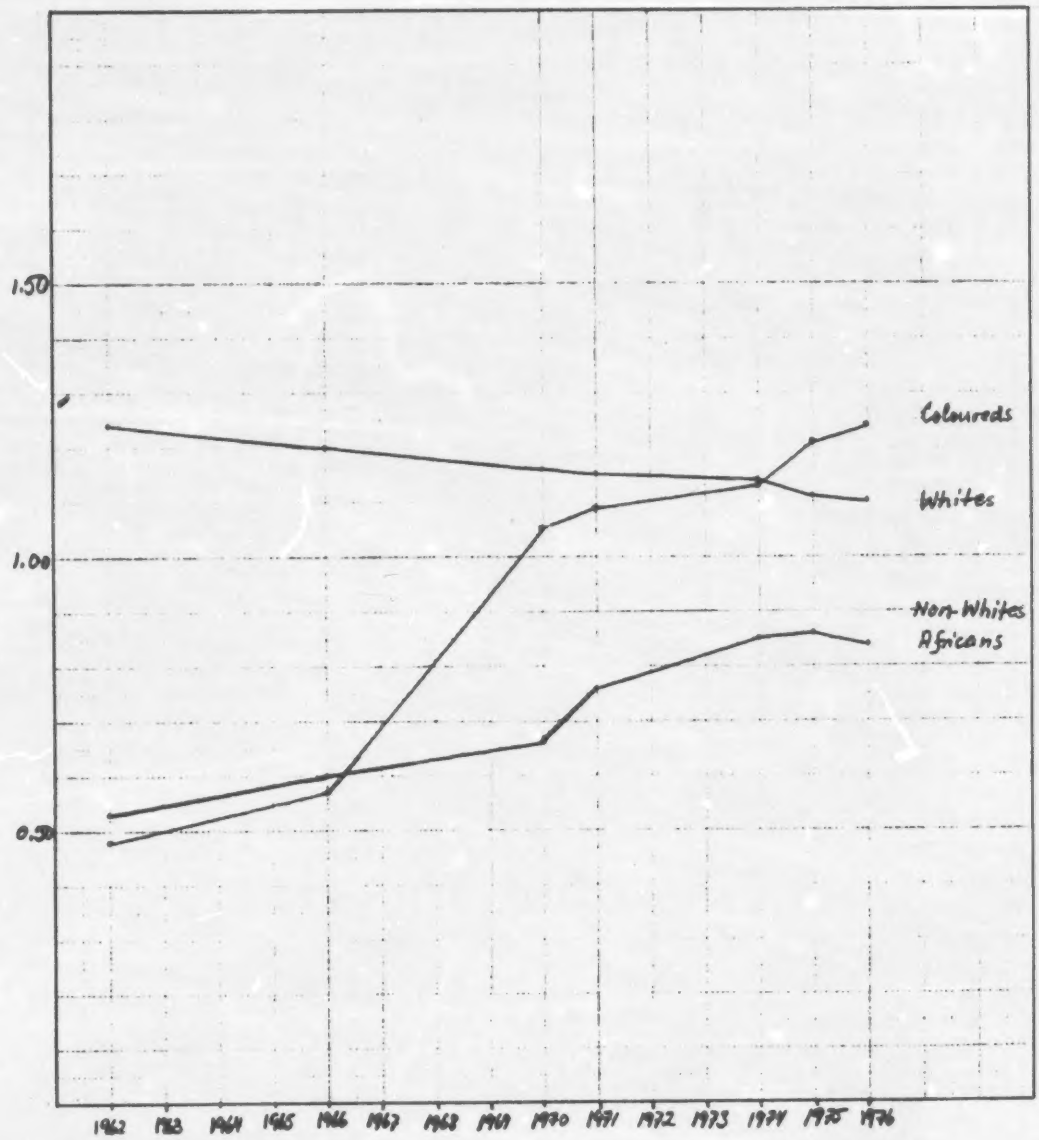


Figure 10. Gross enrolment ratio for different races in primary education, 1962-1976.

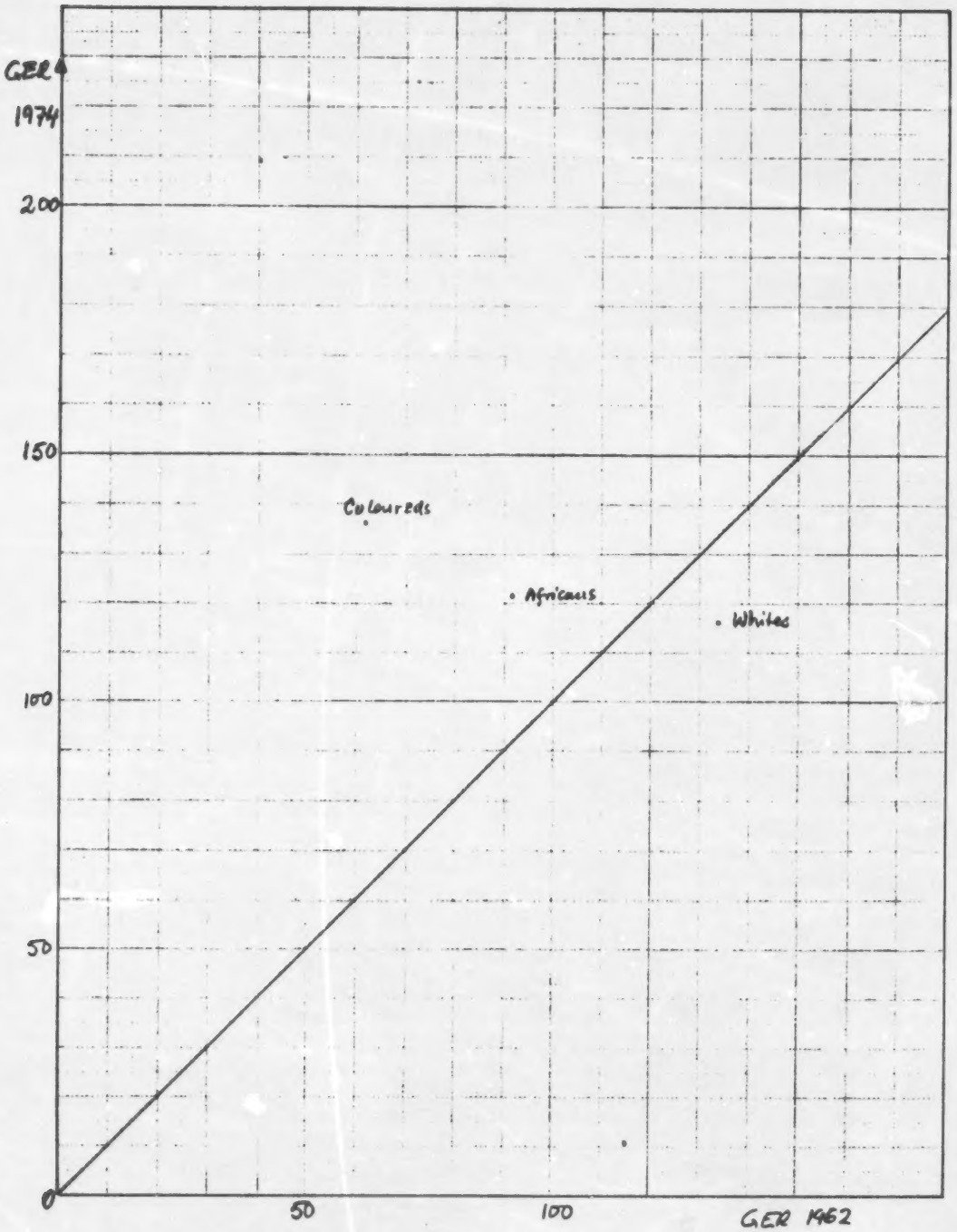


Figure 11. Gross enrolment ratio (GER) for different racial groups in lower primary education - 1962, 1974.

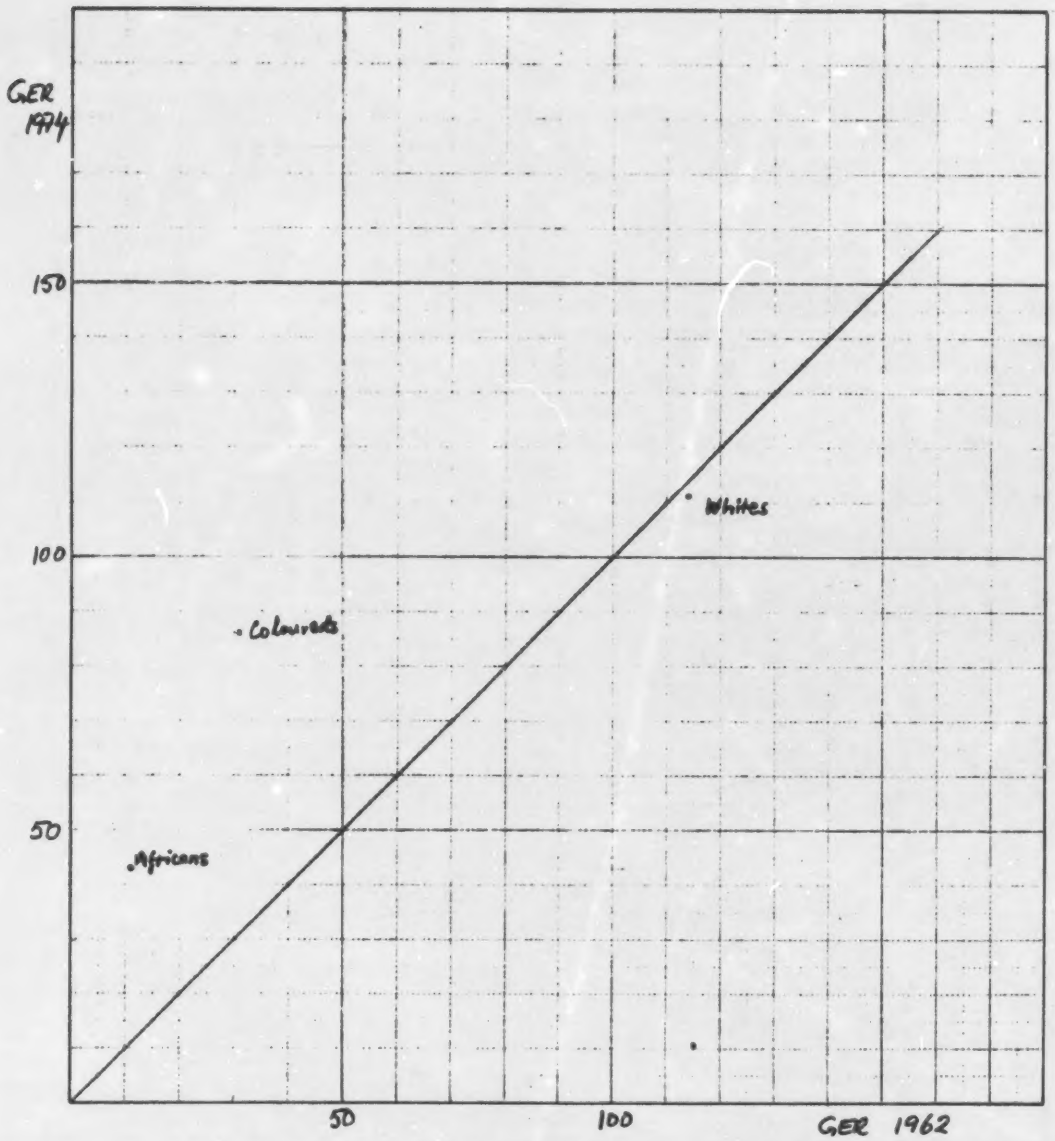


Figure 12. Gross enrolment ratio (GER) for different racial groups in higher primary education - 1962, 1974.

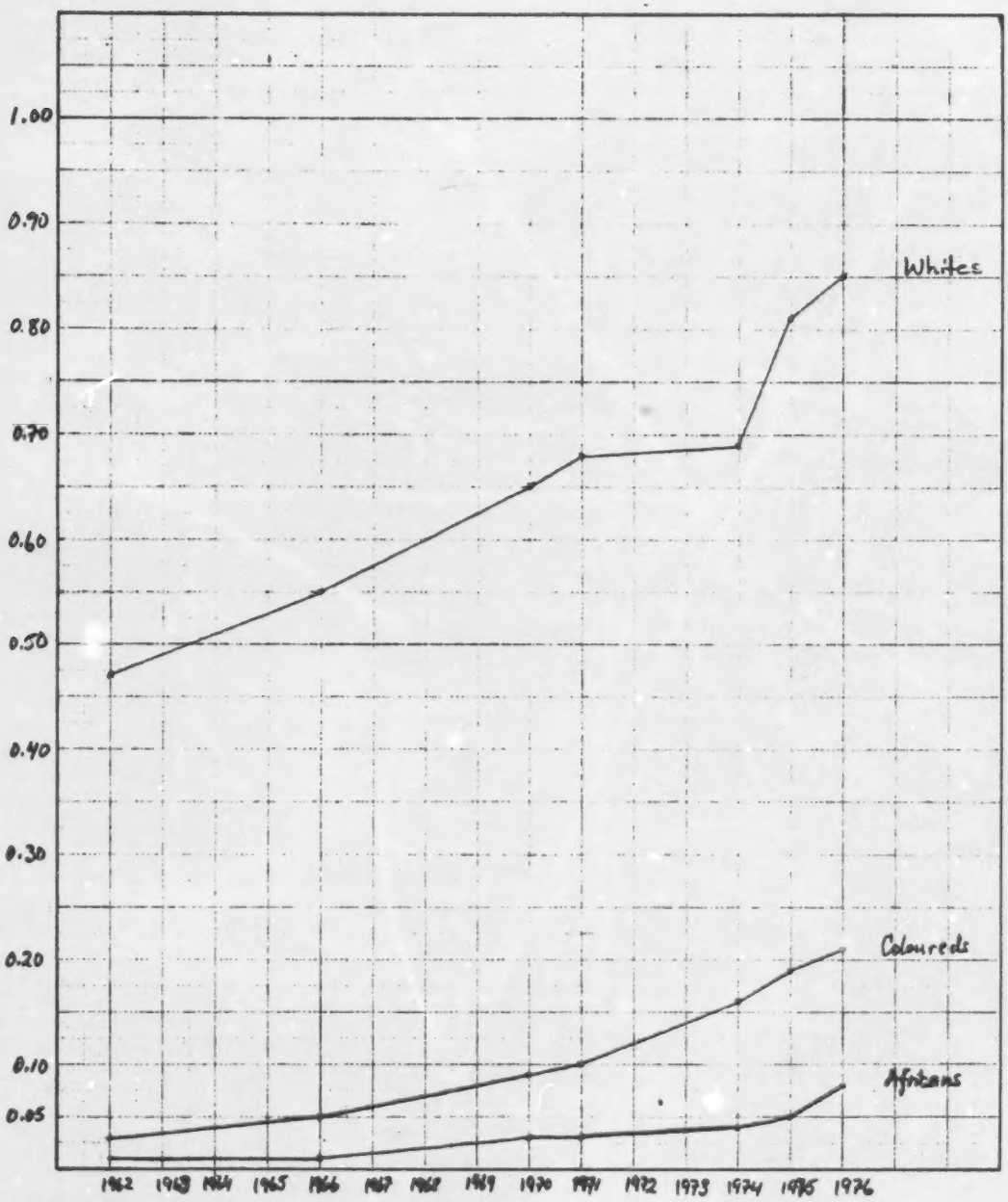


Figure 13. Gross enrolment ratios for different races in secondary education, 1962-1976.

Figure 14. Gross enrolment ratio (GER) for different racial groups in junior secondary education - 1962, 1974.

Figure 15. Intake ratios in first grade of primary education by sectors and racial groups, 1962, 1974.

Table 23. Intake ratios in primary education by sectors and racial groups, 1962-1976

Year	Northern Sector	Southern Sector	Africans	Coloureds	Total Non-Whites	Whites	Total Namibia
1962	183.42	143.59	182.07	83.30	169.62	134.25	166.48
1966	195.02	129.79	182.50	87.75	171.13	130.29	167.53
1970	208.06	111.04	174.30	149.20	171.38	126.54	167.69
1971	200.00	113.38	169.43	152.65	167.49	125.51	164.10
1974	233.98	114.18	194.19	157.67	190.00	119.65	184.64
1975	239.13	125.69	200.56	179.68	198.16	121.91	192.47
1976	228.03	123.31	193.34	227.87	190.05	123.31	184.99

1/ Calculated: Intake Ratio = $\frac{\text{Enrolment in sub-standard A}}{\text{Total population at age 6}}$ x 100 per cent.

Source: As for Table 16

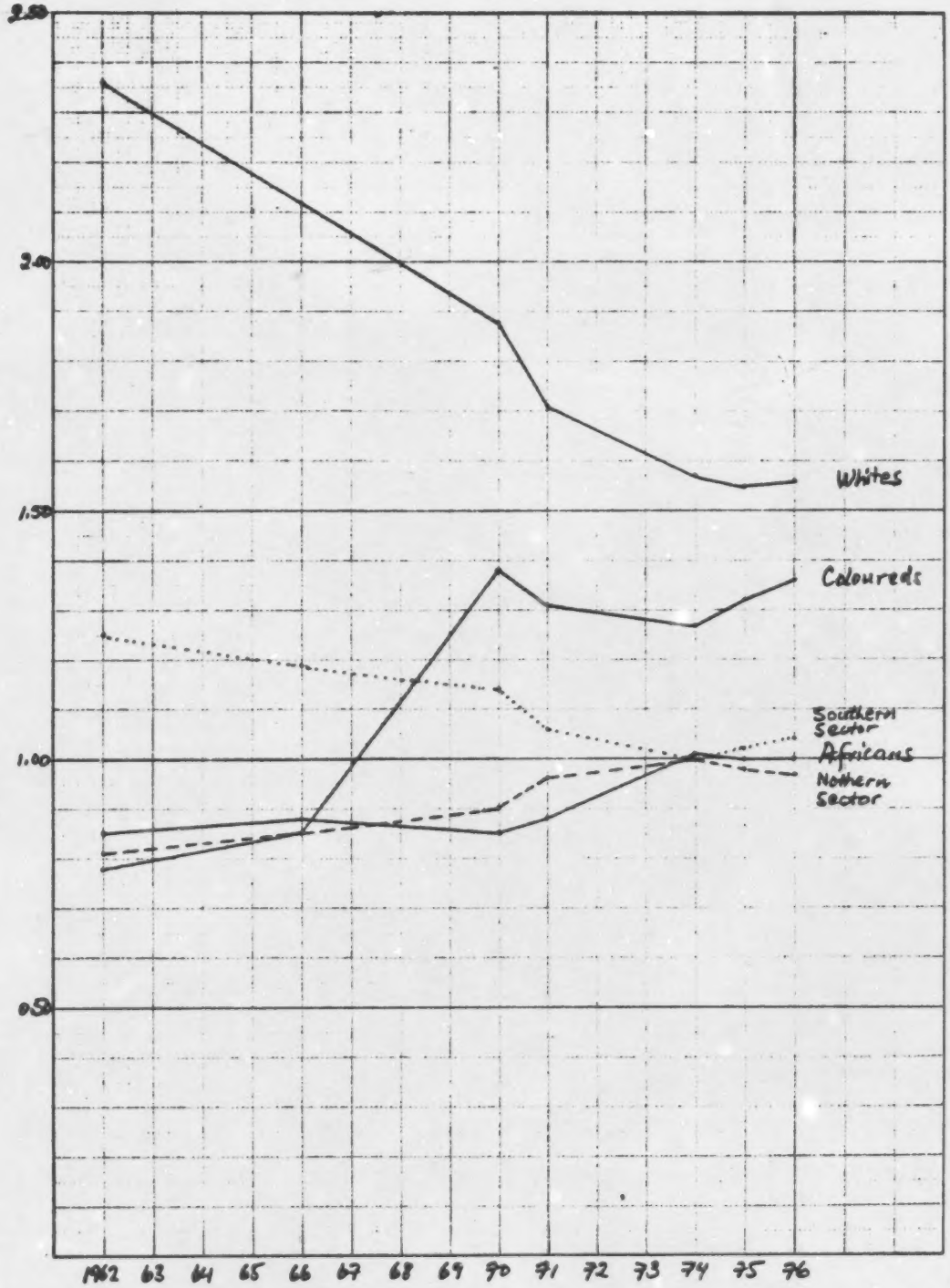


Figure 16. Representation index by sectors and for different racial groups in general education (primary and secondary), 1962-1976.

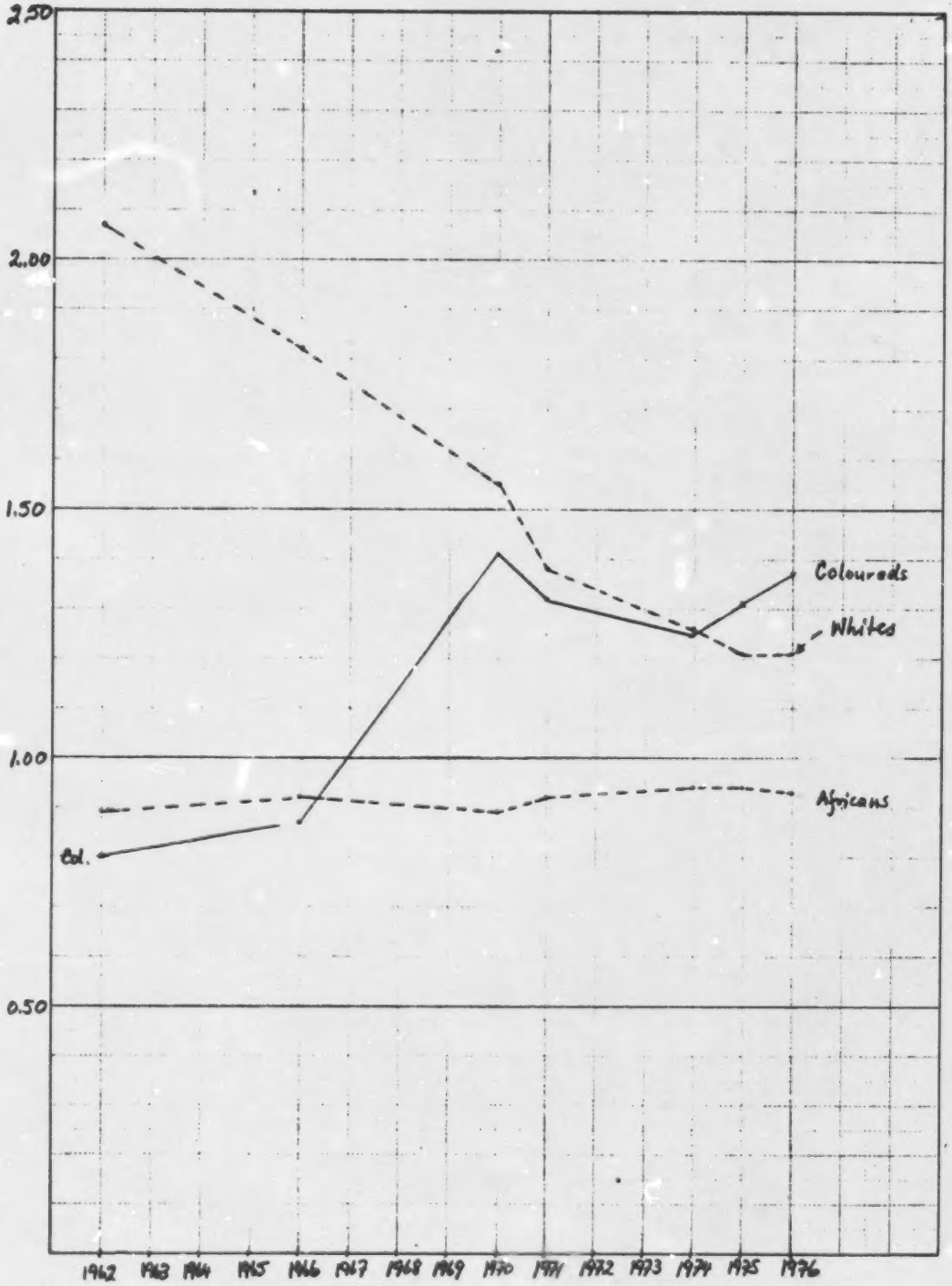


Figure 17. Representation index for the different racial groups in primary education, 1962-1976.

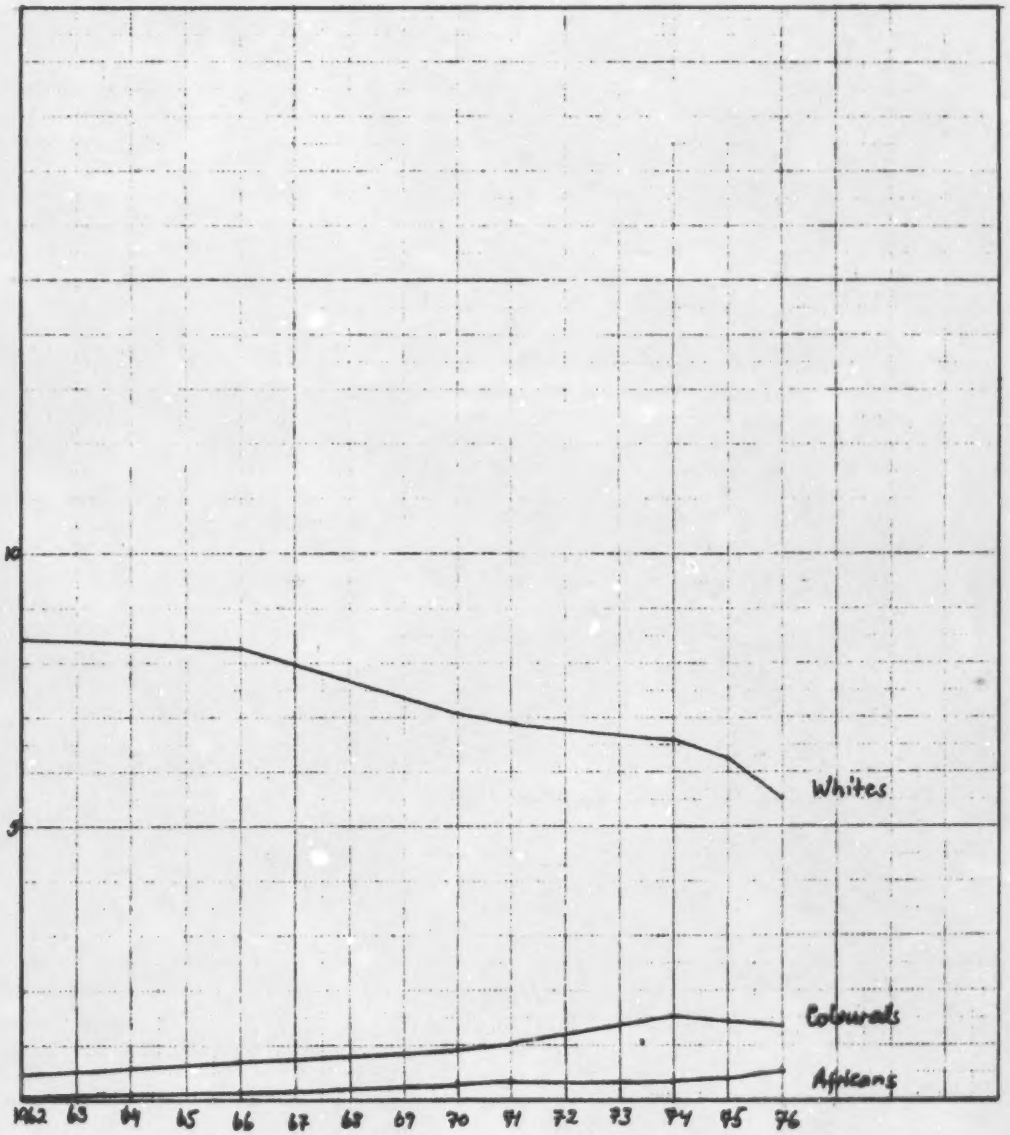


Figure 18. Representation index for the different racial groups in secondary education, 1962-1976.

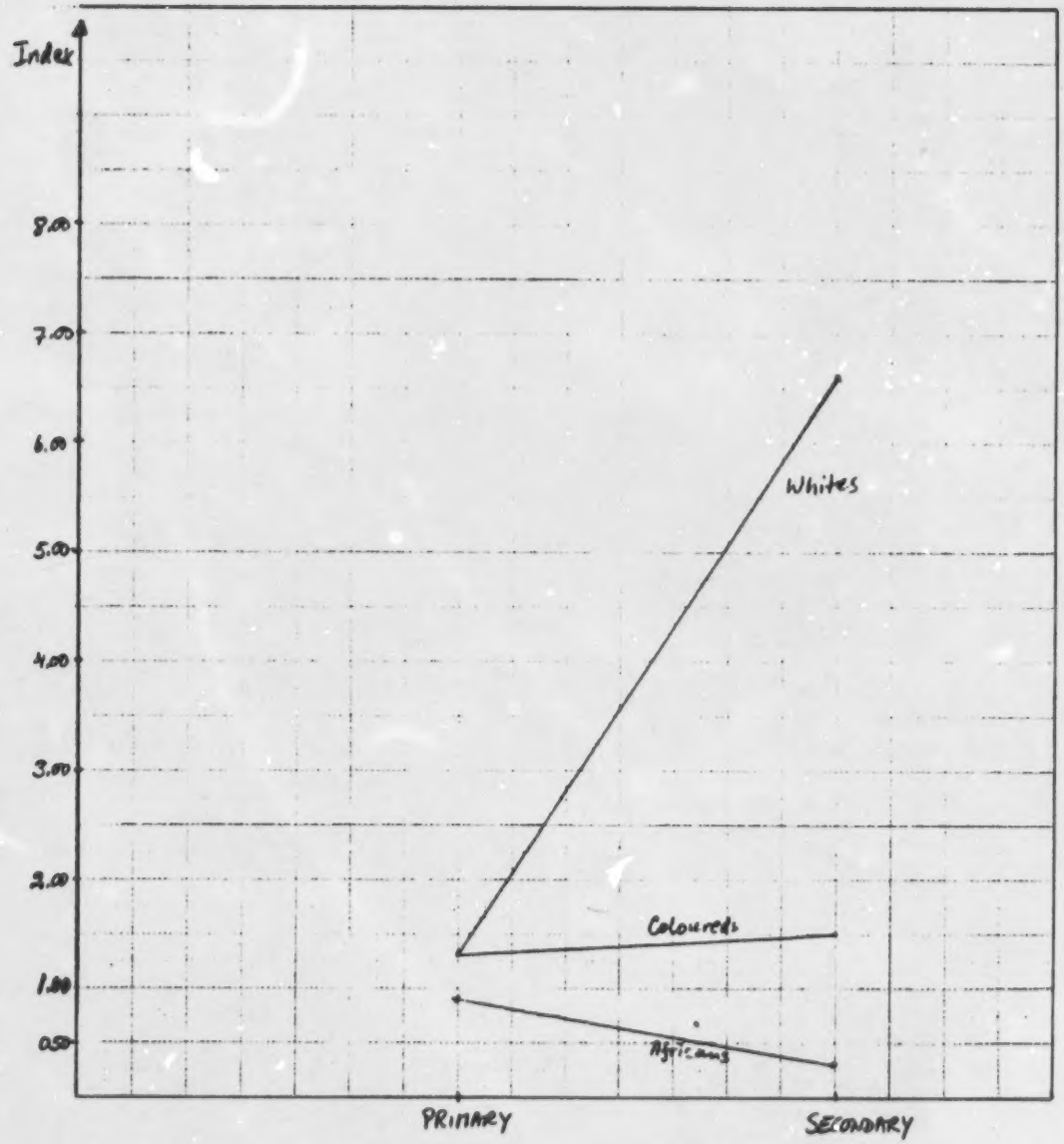


Figure 19. Representation index for different racial groups in primary and secondary education, 1974.

Table 24. Representation Index for sectors and different racial groups in primary enrolment, 1962-1976.

Year	Northern Sector	Southern Sector	Africans	Coloureds	Total Non-Whites	Whites
1962	0.84	1.20	0.89	0.80	0.88	2.07
1966	0.89	1.14	0.92	0.87	0.91	1.82
1970	0.94	1.08	0.89	1.41	0.95	1.55
1971	1.00	1.00	0.92	1.32	0.96	1.38
1974	1.04	0.94	0.94	1.25	0.98	1.26
1975	1.03	0.96	0.94	1.31	0.98	1.21
1976	1.02	0.97	0.93	1.37	0.98	1.21

Source: As for Table 16

Table 25. Representation Index for sectors and different racial groups in secondary enrolment, 1962-1976.

Year	Northern Sector	Southern Sector	Africans	Coloureds	Total Non-Whites	Whites
1962	0.03	2.24	0.07	0.48	0.11	8.41
1966	0.08	2.22	0.12	0.69	0.19	8.29
1970	0.20	2.06	0.29	0.91	0.36	7.08
1971	0.22	2.07	0.32	1.04	0.40	6.90
1974	0.29	1.99	0.33	1.52	0.47	6.60
1975	0.28	2.00	0.39	1.43	0.51	6.29
1976	0.44	1.77	0.50	1.36	0.60	5.51

Source: As for Table 16

5. Teachers

- Growth and distribution of teachers

The total number of teachers in the whole country more than doubled to 5,400 in 1976 at an average annual growth rate of 6.55 per cent. The rate of increase in the Northern sector was higher (8.72 per cent) than in the Southern sector (5 per cent), favouring the latter whose school age population increased only at a rate of 3 per cent per year compared with 4 per cent for the Northern sector. On a racial basis, teachers in Coloured schools increased the fastest, followed by those in African and White schools (Figure 20).

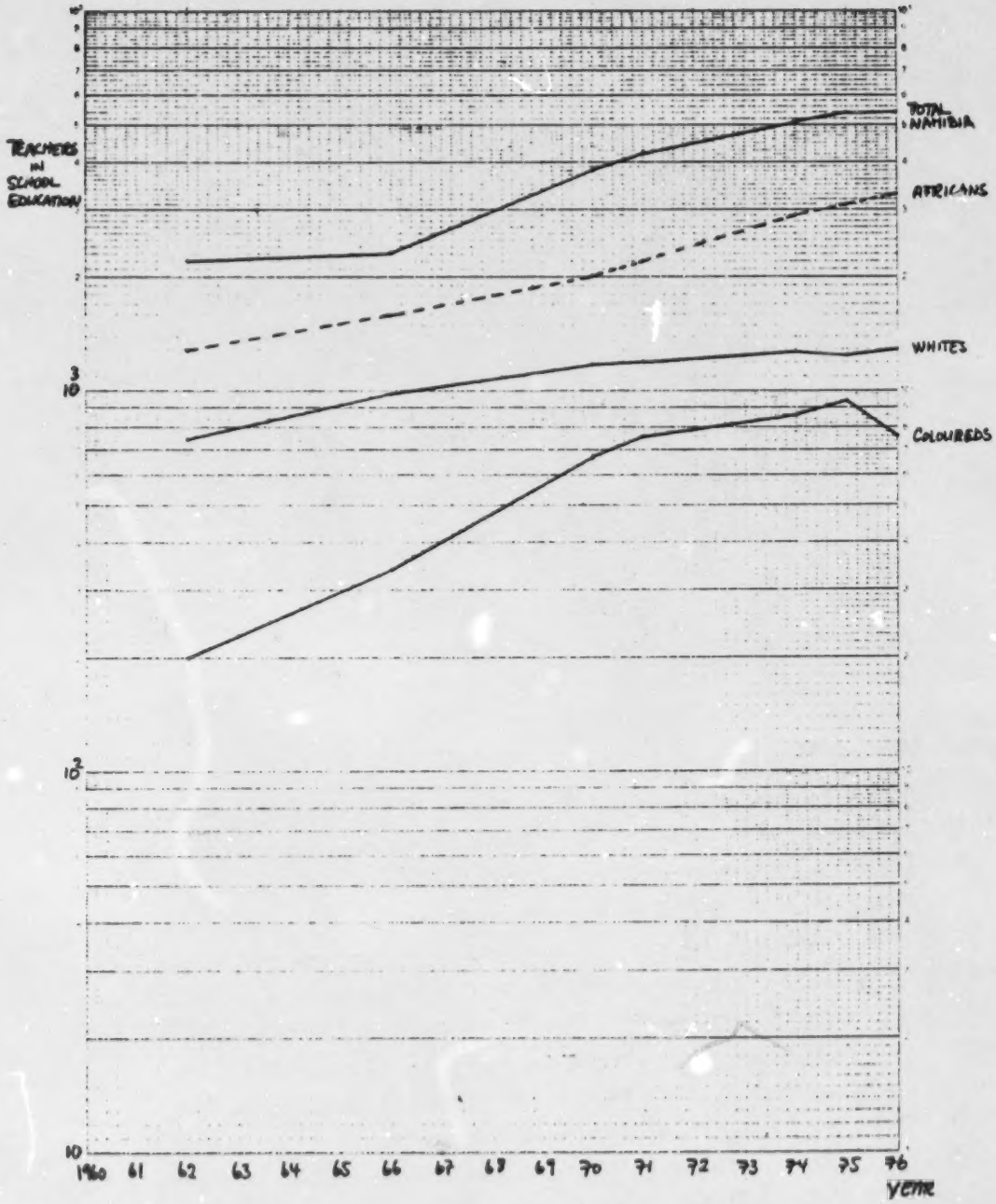


Figure 20. Growth in the number of teachers in school education by racial groups, 1962-1976.

Teachers in Namibia are not equally distributed among the regions and among the racial groups. The Southern sector, though with less school age population, has more teachers than the Northern sector. Similarly, Whites and Coloureds have each more teachers than Africans (Table 26).

Pupil/teacher ratio

This disparity is clearly seen in the pupil/teacher ratio (Figure 21). Number of pupils per teacher varies from 44.3 in the Northern sector to 25.2 in the Southern sector, with a "national" average of 33.7, an increase of 1.9 pupils per teacher in 1974. The range of variation among the regions has increased from 12.7 to 19.1 during the fourteen years under study. Pupil/teacher ratio has increased in the Northern sector, while it has decreased in the Southern sector. This indicates under-utilization of teachers in the Southern sector and internal inefficiency in the schools of the Northern sector.

Among the different racial groups pupil/teacher ratio varies from 17.4 for Whites, to 26.3 for Coloureds and to 43.0 for Africans in 1974 (compared with 23.1, 31.2 and 36.9 respectively in 1962). The range of variation among the races has increased remarkably from 13.8 to 25.6 (Table 27). Not only is there inequality and discrimination in the distribution of teachers, but also under-utilization in the distribution of same among Whites and Coloureds and overcrowding, hence, inefficiency in African schools. It can be said that African schools are nothing but "enclosures for herds". African children are not treated as human beings, the reason why so few teachers are provided.

- Teachers' qualifications

Discrimination against the African population is also reflected in the distribution of qualified teachers. Out of the total professionally qualified teachers in African schools in 1979, 37.4 per cent had only Standard VI and 24.6 per cent matriculation (or equivalent) qualifications. Of the non-professional group, all 27.2 per cent had no qualifications at all. Concerning Coloured schools, however, 29.2 per cent of professionally trained teachers had matriculation or equivalent and 51.4 per cent had only junior secondary qualifications. About 4.7 per cent of non-professional teachers had university education (Table 28). The disparity in the distribution of qualified teachers between Africans and Coloureds is a deliberate result of apartheid laws which have classified Coloureds as second to Whites with respect to social status. Although information about the qualifications of teachers in White schools is not available we can convincingly state that Whites are provided with better and more qualified teachers than Coloureds or Non-Whites. The disparity in the distribution of teachers among Whites and Non-Whites is very wide and is to the disadvantage of the latter. Hence, and in the event of mass exodus of White teachers, the existing qualified teaching force will not be sufficient enough to allow an independent Namibia to maintain an effective and efficient education system.

6. Methods of instruction

Except in the first 1-4 years of schooling, when the mother tongue or regional language is used in African schools, Afrikaans - the language of the Boers and Coloureds - is the principal medium of instruction in all schools and at all levels of education [1/]. This is, of course, to the disadvantage of

[1/] Reports of the Commission of Enquiry into S.W.A. Affairs, 1962-63, pp. 235-241.

Table 26. Number and distribution of teachers by sectors and racial groups, 1962-1976

Year	Northern Sector		Southern Sector		Africans		Coloureds		Total Non-Whites		Whites		Total Namibia
		%		%		%		%		%		%	
1962	805	36.3	1 415	63.7	1 274	57.4	200	9.0	1 474	66.4	746	33.6	2 220
1966	1 145	38.6	1 825	61.4	1 645	55.4	346	11.6	1 991	67.0	979	33.0	2 970
1970	1 630	42.5	2 206	57.5	2 042	53.2	671	17.5	2 713	70.7	1 123	29.3	3 836
1971	1 691	40.5	2 482	59.5	2 249	53.9	733	17.6	2 982	71.5	1 191	28.5	4 173
1974	2 240	44.3	2 817	55.7	2 907[1/]	57.5	864	17.1	3 771	74.6	1 286	25.4	5 057
1975	2 427	45.3	2 932	54.7	3 142	58.6	944	17.6	4 086	76.2	1 273	23.8	5 359
1976	2 594	48.1	2 802	51.9	3 311[2/]	61.4	756	14.0	4 067	75.4	1 329	24.6	5 396
Average annual growth rate %	8.72		5.00		7.06		9.96		7.52		4.21		6.55

Source: 1962: Report of the Commission of Enquiry into South West Africa Affairs, 1962-63, pp. 223-227; South West Africa Survey 1967, p. 62;
1970-76: Bantu Education Journal Vo. XVII, No. 10, December 1971; Vol. XX, No. 1, February 1974; Vol. XVIII, No. 3, September 1972; Vol. XVIII, No. 7, September 1972; Vol. XX, No. 4, May 1974; Vol. XXI, No. 5, June 1975; Vol. XXIII, No. 1, February 1977; Vol. XXIII, No. 3, April 1977. SIRR, Laws affecting Race Relations in South Africa (to the end of 1976) 1978; SIRR, Survey of Race Relations in South Africa 1978, March 1979, p. 425; South West Africa Survey 1974, pp. 119-120; South West Africa Administration, White Paper of the Different Branches for 1968, p. 28 for 1971, p. 30 for 1974; South African Institute of Race Relations 1977 February 1978, p. 474; ILO: Labour and Discrimination in Namibia, 1977, p. 44-45.

Notes: 1/ 147 were White teachers; 228 were teaching in Church schools

2/ Include 10 Coloured and 162 White teachers.

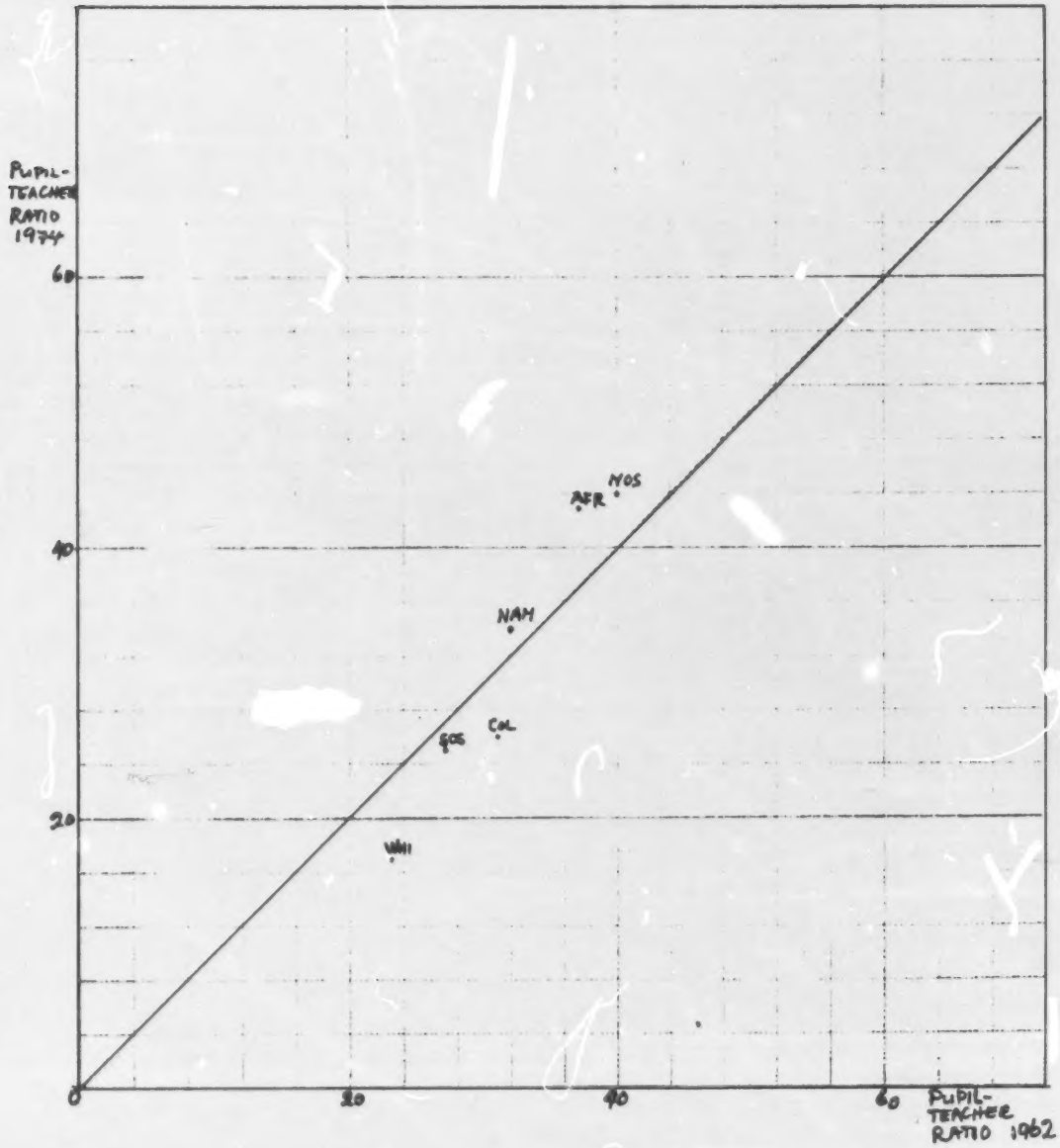


Figure 21. Pupil/teacher ratio in general education by sectors and racial groups, 1962, 1974.

Table 27. Pupil/Teacher ratios in school education by sector and racial groups, 1962-1976.

Year	Northern Sector	Southern Sector	Africans	Coloureds	Total Non-Whites	Whites	Total Namibia
1962	39.9	27.2	36.9	31.2	36.2	23.1	31.8
1966	38.6	25.3	38.3	24.3	35.9	19.2	30.4
1970	38.4	26.3	40.3	26.2	36.9	18.4	31.4
1971	45.8	24.9	44.1	24.7	39.6	17.8	33.4
1974	44.3	25.2	43.0	26.3	39.2	17.4	33.7
1975	43.2	26.6	42.6	27.0	39.0	18.5	34.1
1976	41.9	29.5	42.2	36.5	41.1	18.2	35.5

Table 28. Teachers' qualifications by racial groups, 1977

Qualification	Africans		Coloureds 1/		Total Non-Whites		Whites		Total Namibia
	No.	%	No.	%	No.	%	No.	%	
Professional qualifications with:									
A University Degree	68	1.5	17	2.1	85	1.6	-	-	85
Matriculation or equivalent	1 100	24.6	236	29.2	1 336	25.3	-	-	1 336
Junior Certificate or equiv.	358	8.0	416	51.4	774	14.7	-	-	774
Standard VI	1 668	37.4	0	0	1 668	31.6	-	-	1 668
Other qualifications (e. g. techn.)	10	0.2	0	0	10	0.2	-	-	10
No. professional qualifications but with:									
A University Degree	10	0.2	38	4.7	48	0.9	-	-	48
Incomplete degree (a)	1	0.02	38	0	1	0.02	-	-	1
Matriculation or equivalent	20	0.4	57	7.0	77	1.5	-	-	77
Technical or other (vocational qualifications	15	0.3	0	0	15	0.3	-	-	15
No matriculation and with no other qualifications (b)	1 213	27.2	45	5.7	1 258	23.9	-	-	1 258
Total	4 463	99.8	809	100.0	5 272	100.0	-	-	5 272

(a) passed some university subjects

(b) Junior certificate or lower;

- information not available

1/ As at 31 March, 1977

Source: 1976: SIRR, Laws Affecting race relations in South Africa, (to the end of 1976), Jahannesburg, 1978, p. 334; 1977: SIRR, A survey of race relations in South Africa, 1977, February 1978, p. 475, 492; 1978: SIRR, A survey of race relations in South Africa 1978, March 1979, p. 425.

A = Africans, C = Coloureds, W = Whites

the African pupils in as far as school achievement is concerned. No doubt that high drop-outs among African students are attributable to the language problem - which is a foreign language.

7. Internal efficiency of the education system

The analysis of transition rates (Tables 29-31) has revealed that out of the total African pupils entering Standard II in 1971, only 44.4% reached Standard VI, and out of total Standard VI pupils only 2 per cent arrived in Form V/Standard X five years later. The corresponding figures for Coloureds were 65.4 per cent and 12.1 per cent respectively, and for Whites were 105.9 per cent and 64.3 per cent respectively. The transition rate for Whites from one level of education to another has been constant and higher than for Coloureds which in turn has been higher than for Africans (Figure 22). The retention rates for Whites have been the highest, whereas those of Africans have been the lowest. This shows a very high dropout among Africans, meaning that very few African students remain in the system as compared to Whites and Coloureds. Such wastage is a consequence of inefficiency in the system which in turn is attributable to lack of qualified teachers, inadequate school facilities and a competitive examination system. Moreover, long distances to schools, lack of transport and communication facilities, lack of parent motivation and a curriculum that is irrelevant to their needs explain the high drop-out among African students.

8. Technical and higher education

Very little can be said about technical, vocational and higher education in Namibia. Only a handful of African students find a place in the few existing institutions. A total of 104 students were enrolled in 5 training institutions (Table 32). Statistics about the training of Whites and Coloureds are not available, but they are more represented in this type of education which is provided in South Africa. Not only is the number of training institutions for Africans inadequate, but also the training itself which is limited to unskilled and semi-skilled jobs.

The pattern of development is similar at the university level where Africans have almost no place. University education is provided in South Africa where, in 1974, there were only 35 Namibian African students (Table 33). This is in line with the discriminatory laws of apartheid which reserve technical and professional skills in a variety of public and economic services to Whites. This allows them to maintain economic inequalities, thus, safeguarding their privileges.

9. Literacy and adult education

The provision of literacy and adult education among races is another area where there is wide disparity. White, and to some extent Coloureds, have been provided with facilities for adult education in a number of years[1/]. However, the government has shown no interest in providing the same for the African adult illiterates who constitute about 60-70 per cent of the total African population. These have had none or negligible lower primary education and are, therefore, functional illiterates. Efforts to educate African adult illiterates have so far come from the Christian Churches through the Bureau

[1/] Report of the Commission of Enquiry into S. W. A. Affairs, 1962-63, p.

Table 29. Distribution of pupils in Standards and the transition rates by grades and level of education - Africans

Year / Standard		1971		1972		1973		1974		1975		1976		1971-76 Average Transition Rate
A		30	103	32	360	37	026	39	162	42	191	42	443	
			44.8%		64.3%		62.4%		61.5%		61.7%			
B		18	281	19	513	20	810	23	099	24	086	26	047	62.80 %
			82.2		(43.6%) 85.2%		(41.6%) 84.6%		(37.6%) 83.0%		85.2%			
I		14	742	15	925	16	646	17	615	19	176	20	525	84.96 %
			81.5%		78.5%		78.9%		76.4%		72.5%			
II		11	284	12	020	12	498	13	130	13	463	13	909	77.31 %
			79.8%		84.1%		85.3%		(38.5%) 88.2%		(36.1%) 86.8%			
III		9	063	9	005	10	108	10	660	11	576	11	689	85.00 %
			72.1%		74.6%		78.5%		76.5%		73.4%			
IV		5	788	6	536	6	716	7	930	8	044	8	956	75.74 %
			77.3%		(56.8%) 74.1%		(44.4%) 74.8%		80.3%		118.3%			
V		4	021	4	472	5	170	5	697	6	371	9	516	89.18 %
			92.6%		99.3%		99.5%		87.9%					
VI		3	714	3	722	4	260	5	145	5	010	—		93.68 %
	Form I				21.6%		28.5%		30.6%		(35.0%) 44.0%		(37.5%) 84.5%	
VII			938		804		1 059		1 305		2 264		4 231	44.22 %
	Form II				(41.5%) 61.3%		(10.5%) 73.9%		69.2%		76.1%		63.1%	
			654		575		594		733		928		1 428	66.84 %
VIII	(Form III)		368		57.8% 378		67.7% 389		65.5% 389		74.5% 546		68.1% 632	66.99 %
IX	(Form IV)		106		30.0% 110		35.0% 132		(13.3%) 32.1% 125		(4.0%) 38.4% 148		27.8% 152	32.22 %
X	(Form V)		44		48.1% 51		(21.7%) 23.0% 80		(21.2%) 41.0% 80		(20.3%) (8.4%) 63.2% 79		(19.0%) (2.6%) 50.0% 74	58.62 %
TOTAL		99	106	105	471	115	488	125	070	133	892	139	602	

Table 30. Distribution of pupils in Standards and the transition rates by grades and level of education - Coloureds.

Year / Standards	1971		1972		1973		1974		1975		1976	1971-76 Average Transition Rates
A	3549	93.3%	3753	95.9%	3968	87.7%	4123	89.1%	4900	94.8%	4692	
B	3075		3312		3567		3560		3673		4456	91.50%
I	2851	98.2%	3020	(93.6%) 96.6%	3198	(78.5%) 90.7%	3237	(82.2%) 102.2%	3640	103.5%	3800	98.30%
II	2428	90.4%	2576	90.5%	2732	91.7%	2612	91.6%	2947	89.6%	3261	88.60%
III	2026	88.5%	2149	88.5%	2280	92.4	2525	(88.3%) 97.4%	2544	(72.5%) 92.4%	2722	91.91%
IV	1766	92.5% (64.1%)	1875	(65.4%) 93.6%	1990	91.1%	2076	94.3%	2381	93.6%	2381	92.88%
V	1386	84.5%	1527	84.7%	1682	85.7%	1706	94.4%	1459	94.5%	2250	90.44%
VI	1149	90.3%	1251	89.3%	1363	77.2%	1299	93.0%	1587	89.9%	1761	87.91%
VII	522	54.4%	625	59.8%	748	54.3%	740	(45.1%) 70.3%	913	(52.9%) 81.0%	1284	64.82%
VIII	235	54.4%	284	(30.0%) 55.0%	344	46.4%	497	71.4%	528	67.0%	611	63.81%
IX	89	46.8%	110	(25.9%) 47.5%	135	(19.8%) 66.0%	227	63.0%	313	48.1%	254	55.03%
X	50	69.7%	62	(33.8%) 70.2	77	(37.4%) (20.1%) 77.8%	105	(40.4%) (12.1%) 61.2%	139	(29.4%) 46.6%	146	60.53%
TOTAL	19 126		20 544		22 084		22 707		25 524		27 618	

Table 31. Distribution of pupils in Standards and the transition rates by grades and level of education - Whites

Year / Standard	1971		1972		1973		1974		1975		1976	1971-76
												Average Transition Rate
A	2214		2244		2275		2247		2337		2369	
		94.7%		94.2%		96.4%		95.7%		93.8%		
B	2079		2097		2114		2193		2150		2168	94.74%
		104.0% (96.5%)		99.7% (95.5%)		101.1% (90.2%)		96.5% (89.32%)		98.8%		
I	2068		2079		2090		2137		2113		2124	99.15%
		96.6%		96.5%		101.7%		94.7%		96.2%		
II	1988		1997		2006		2114		2023		2032	97.00%
		98.8%		99.7%		103.4%		96.8% (92.5%)		102.6% (92.5%)		
III	1936		1964		1991		2174		2047		2076	101.22%
		104.0% (99.3%)		100.9% (105.9%)		101.3%		93.6%		100.8%		
IV	1928		1954		1981		2016		2035		2063	99.38%
		97.3%		97.2%		100.5%		96.6%		97.0%		
V	1851		1875		1899		1991		1948		1973	97.70%
		104.0%		105.8%		101.2%		105.8%		111.4%		
VI	1867		1924		1983		1922		2106		2170	105.46%
		96.4%		97.0%		96.8%		104.8% (104.4%)		99.5% (105.4%)		
VII	1726		1794		1865		1919		2015		2095	98.1?%
		99.7% (74.4%)		99.9% (92.0%)		83.3%		105.3%		106.5%		
VIII	1588		1687		1792		1553		2021		2146	98.71%
		94.6%		96.2%		98.8% (67.9%)		93.3%		81.1%		
IX	1093		1185		1285		1268		1511		1639	79.71%
		81.2%		83.7% (61.8%)		89.3% (53.6%) (51.6%)		99.6% (67.9%) (64.3%)		88.0% (88.8%)		
X	804		888		982		891		1200		1327	83.38%
TOTAL	21142		21688		22263		22425		23506		24182	

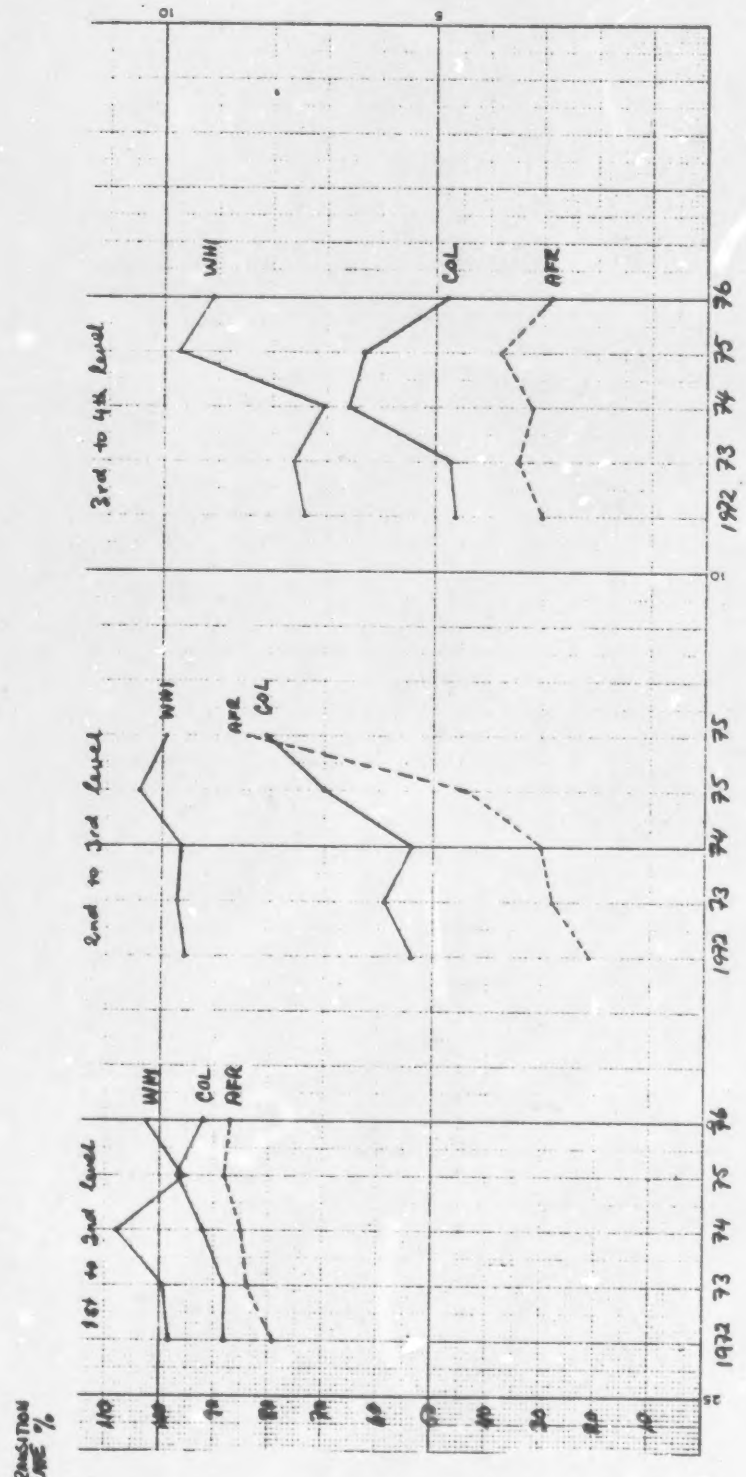


Figure 22. Transition rates for different racial groups by levels of education, 1972-1976.

Table 32. Enrolment in technical and vocational courses by sectors and racial groups, 1971-1976

Year	Type of Training	Northern Sector	Southern Sector	Africans	Coloureds	Total Non-Whites	Whites	TOTAL NAMIBIA
1971	Trade and Vocational	90	183	273	-	273	-	273
1972	Trade and Vocational	119	170	289	-	289	-	289
1973	Trade and Vocational	154	200	354	-	354	-	354
1974	Trade and Vocational	140	157	297	-	297	-	297
1975	Advanced Technical	165	358[1]	354	169	523	-	523
1976	-	-	-	-	-	-	-	-

Source: Bantu Education Hournal Vol. XVII, No. 3. April 1972, Voo. XIX No. 3 April 1973; Vol. XX, No. 3. April 1974; Vol. XXI, No. 4 May 1975; Vol. XXI, No. 6, August 1975; Vol. XXII, No. 4, May 1976.
Coloureds in 1975 from South African Institute of Race Relations, February 1978, p. 494, 510.
Coloureds in 1976 from SRR, Survey of Race Relations in South Africa 1978, March 1979, p. 426.

Notes: [1] including 169 Coloured Students.
- = information not available.

Table 33. Enrolment of Namibian African students in South African Universities.

Year	Category Males	%	Females	%	Total
1969	16	84.2	3	15.8	19
1970	18	85.7	3	14.3	21
1971	26	92.9	2	7.1	28
1972	32	94.1	2	5.9	34
1973	29	93.5	2	6.5	31
1974	26	74.3	9	25.7	35
1975	-		-		-
1976	-		-		-

- information not available.

Source: Bantu Education Journal Vol. XVII, No. 3, April 1972; Vol. XIX, No. 3, April 1973; Vol. XX, No. 3, April 1974; Vol. XXI, No. 4, May 1975; Vol. XXI No. 6, August 1975; Vol. XXI, No. 4, May 1976.
Coloureds in 1975 from South African Institute of Race Relations, February 1978, p. 494, 510.
Coloureds in 1976 from SIRR, Survey of Race Relations in South Africa 1978, March 1979, p. 426.

of Literacy and Literature (BOLL) [1/]. But these efforts have been minimal, due to financial constraints, that no significant amount of adult literacy work has been achieved. Moreover, literacy and adult courses given to African adults have been either insufficient or irrelevant to their needs.

[1/] Doyle, M. V., "Adult Literacy Education in Namibia" in Community Development Journal Vol. 14, No. 2 (1979) p. 92.

IV. CONCLUSIONS AND SUGGESTIONS

The following concluding remarks can be made about the socio-economic and education development in Namibia:

1. Namibia has a sound economy which makes possible the financing of education.
2. The number of school age population has been increasing steadily during the period 1962-1976, but the education system has not been adequate enough to accommodate everyone.
3. The education system, especially for African, is characterized by structural inefficiencies, the so-called "blind alleys".
4. The existance of three separate education administrations enhances racial discrimination and encourages inequalities in social and regional development.
5. Educational opportunity is available only for a small fraction of the population. The situation has improved since 1962. However, disparity between regions is very significant with the Southern Sector having proportionally the largest share and the Northern Sector the smallest share of education at all levels.
6. Proportionally, the participation of Africans is still very little in comparison with Whites and Coloureds. The higher the level of education the less is the participation of Africans. Coloureds have much better chances of having education at all levels, but less than the chances that Whites have.
7. There is a heavier drop-out among Africans than among Coloureds between sub-standard A and Form I and Standard VII (first year of secondary education) respectively. The problem of primary school drop-out is a large-scale regression towards illiteracy, especially among Africans.
8. The high drop-out is a consequence of the high failure in higher primary and junior secondary competitive examinations. Two of the three examinations - the primary school-leaving certificate and the junior certificate - are given separately for Whites, Coloureds and Africans. The senior certificate examination, however, is given in all three education systems.

9. The proportion of students from the different races reaching the last year of secondary education is highest among Whites and lowest among Africans.
10. The disparity in the distribution of educational facilities among races and between regions has widened.
11. The teacher/pupil ratios among Whites and Coloureds are much lower than among Africans, implying underutilization of teachers among the first two groups and overcrowding in African classes - hence, the inefficiency of the educational system.
12. The financial resources are unequally distributed among the races, the Whites being the most favoured and Africans the least favoured.
13. Information on socio-economic and educational development in Namibia is very limited, highly inaccurate and, thus, unreliable.

The analysis of the South African policy for separate development reveals that the policy of apartheid is not simply a means of maintaining economic inequality, but the means of preserving a separate identity. Separate schools are provided with different curricula to induce leadership and elite values among Whites and obedience and suitable artisan skills for Non-Whites, especially Africans. Such a system will not be possible in an independent Namibia. Thus, the following measures will be required to correct the present discriminatory system:

1. Concerning structural efficiency, a mechanism should be created to allow school leavers to re-enter the formal system in order to upgrade and improve their qualifications and skills.
2. A unified education administration must be established, allowing local participation in planning, administration and financing.
3. Priority should be given to the establishment of new schools in the Northern Sector and/or for Africans in order to reduce inequalities in educational opportunities between regions and among races.
4. A crash teacher training programme should be carried out in order to alleviate teacher shortages in the Northern sector and among Africans in particular. Existing educational facilities must be integrated to allow equal access for all.
5. While teacher/pupil ratio in the Northern sector can be maintained at its present level that in the Southern sector must be raised in order to achieve better and effective utilization of teachers. Similarly, teacher/pupil ratio among Whites and Coloureds must be increased in order to reduce inequality in school achievement.
6. Automatic promotion should be strictly enforced in order to reduce drop-out especially among Africans and in the Northern sector.
7. Education must be made more relevant to the needs of the new society and individuals.

BIBLIOGRAPHY

Cranmer, D.J. and Woolston, U.A. Southern Africa. A study of the educational systems of Botswana, Lesotho, South Africa, Southwest Africa/Namibia and Swaziland with an Addendum on Zimbabwe Rhodesia. A guide to the Academic Placement of Students in educational institutions of the United States, World Education Series. Washington D.C. (1980)

Doyle, M.V. Adult Literacy Education in Namibia in Community Development Journal, Vol. 14, No. 2 p. 92. (1979)

Green, R.H. Namibia: A Political Economic Survey, DP No. 144, Institute of Development Studies at the University of Sussex, Brighton, United Kingdom. (1979)

McGill, M.K. Education policy and results in Segal and First (eds.) South West Africa: Travesty of Trust, London: Deutsch, p. 197.

O'Callaghan, M. Namibia : the effects of apartheid on culture and education, Unesco, Paris, (1977).

Republic of South Africa, Report on the Commission of Enquiry into South West Africa Affairs, 1962-1963, R.F. No. 12/1964, Government Printer, Pretoria, (1964)

Republic of South Africa, Bantu Education Journal, Issued by Department of Education and Training, Pretoria. Volumes from December 1971 to August 1977.

Republic of South Africa, South West Africa Survey, 1967, Department of Foreign Affairs, Pretoria. (1967)

Republic of South Africa, South West Africa Survey, 1974, Department of Foreign Affairs, Pretoria. Cape and Transvaal Printers Ltd., (1975)

South African Institute of Race Relations (SRR), A Survey of Race Relations in South Africa, January 1976.

South African Institute of Race Relations (SRR), A Survey of Race Relations in South Africa, Johannesburg, (February 1978)

South African Institute of Race Relations (SRR), Laws Affecting Race Relations in South Africa, (to the end of 1976) Johannesburg, (1978)

South African Institute of Race Relations (SRR), Survey of Race Relations in South Africa, Johannesburg, (March 1979)

The British Council South Africa, Education Profile, London, (September 1979)

Thomas, W.H. Economic Development in Namibia : Towards acceptable development strategies for Independent Namibia (1978) München: Kaiser, Grünewald.

United Nations Institute for Namibia, Manpower Estimates and Development Implications for Namibia, Lusaka, Zambia (1978)

Wilcox, S.C. Transition in Southern Africa, Namibia, Prepared by Southern Africa Task Force Office of Southern and East Africa Affairs, Africa Bureau USAID, Washington D.C. (1977)